

The Modern Language Journal

Volume XXX

JANUARY, 1946

Number 1

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(An index for the periodical year is published annually. Beginning with its inception in 1929, *Educational Index* covers the subject-matter of the MODERN LANGUAGE JOURNAL.)

Published by

The National Federation of Modern Language Teachers

The Modern Language Journal

STAFF, 1946

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NOTE—Readers are reminded that the relative order of articles in the *Journal* does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

Whither Foreign Languages?

H. C. OLINGER

The Modern Language Journal has undertaken an informal and very modest inquiry into the present status of the modern languages in representative high schools, colleges and universities in various parts of the U. S. A. This is in no way intended to forestall the more thorough, scientific and widespread investigation of the Teaching of a Second Language, sponsored by the Rockefeller Foundation and now being conducted at the University of Chicago under the general direction of Dr. Ralph W. Tyler and the immediate supervision of Dr. Harold B. Dunkel and Professor Frederick B. Agard. It is only hoped that the information gathered by the *Modern Language Journal* will help our colleagues to understand conditions in the present interim, while awaiting the more comprehensive report of the above-mentioned Committee.

We feel most fortunate in being able to transmit the communications from such important sources as Harvard through Professor Clements, the University of California through Professor E. F. Meylan, and the Ithaca Public Schools through Miss Mildred W. Brandaur.

FOREIGN LANGUAGES IN POSTWAR EDUCATIONAL PLANNING: A SURVEY OF RECENT POLICY REPORTS

ROBERT J. CLEMENTS

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(*Author's summary*.—In a period when colleges and universities are "reconverting"—reexploring the nature and aims of liberal and general education—the values they attach to foreign language study in their blueprints of future curriculums become a matter of capital importance.)

SINCE those days when we all wondered whether the ASTP heralded a Saturnian or (to modernize the term) Uranian age of language teaching, numerous surveys have appeared in these and other pages assessing the results obtained by intensive language courses. Recently, news items have acquainted us with the introduction of similar courses into various language departments. But in many institutions decisions on language teaching have been and are being held in abeyance until broader postwar educational policies are formulated and voted. During the year 1945 a number of policy reports have been issued by presidents, deans, or committees, re-examining the subject matter and aims of general education. Probably the best known among these are the Harvard and Yale reports. Certainly the Harvard report is proving of extreme interest to language professors and teachers, if recent letters to this writer are indicative. Considering the experimentation undertaken in Yale's Army program, most of us have an understandable interest in the general position of foreign languages in Yale's postwar planning.

The purpose of this article is to abstract and examine the sections of these policy reports devoted directly or indirectly to language. Then, without pretending to be complete, we shall have a look at future linguistic

policies of several other representative colleges. Again, we stress that our interest is not in methodology, but rather in the future status of languages in relation to their competitive disciplines. Quite simply, are these reports harbingers of fat or lean years for the language profession?

General Education in a Free Society,¹ composed by a special Harvard committee under the Dean of the Faculty and known familiarly on the Yard as the "\$60,000 Committee," has received wide notice and has attained a distribution of approximately 25,000 copies. As it is the lengthiest and most detailed of all these reports, we treat it first. The pages devoted to foreign languages have begun to provoke ample discussion. Whereas the exposition is couched in a learned, occasionally brilliant, style the treatment and conclusions are too original to escape dissent from the profession. *Quot homines tot sententiae*. Before abstracting these paragraphs, we should like to correct two general misimpressions caused by certain reviewers. Harvard is in no way diluting its own graduate and undergraduate language requirements; students will normally continue to take a full two years of language in their curriculum; exemption scores remain as high as ever (596 on College Boards). Second, if many of the report's generalizations on language could have application at the college level, they are actually included in a section devoted to the secondary school curriculum; although the report fails to recommend foreign languages as a common core subject for all high school students, nevertheless foreign languages and literatures are prescribed for the ones preparing for college. Consequently, because of this prescription and because of the unchanged language requirement for Harvard students, language becomes in effect a common core college subject as much as any other. Harvard is not minimizing foreign language to the extent certain reviewers would have us believe. Very few people at Harvard would agree with the delegates to the Pacific Northwest Conference on the Arts and Sciences that in college "a foreign language is often but by no means always required."²

Although Harvard pioneered in intensive language work (Japanese and Russian) before the inception of the ASTP, only a passing reference mentions intensive-rate experimentation, which fact distinguishes this report from the others. The report insists that knowledge of a second language enriches our command of English vocabulary and syntax. It stresses the value of translation into English for perfecting our own English style although it fails to recognize the current and valid tendency in our profession away from translation into English.³ A limited number of students

¹ *General Education in a Free Society* (Cambridge: Harvard University Press, 1945), pp. xiii, 267.

² *The Pacific Northwest Conference on the Arts and Sciences: Proceedings* (Missoula, Montana, 1945), p. 15.

³ *A Survey of Language Classes in the Army Specialized Training Program* (New York, Modern Language Association, 1944), p. 20.

must master languages thoroughly "since any society, for want of a certain number of students so educated, slips into insularity." An unusual and questionable distinction is drawn between "tool languages" (German, Spanish) and languages affording humanistic and stylistic enrichment (Greek, Latin French). General language courses (historical and cultural linguistics) are suggested, again for their value in illuminating English. This illuminating function is recognized, moreover, as an aim of all elementary language courses. The provocative thought is developed that the value of an elementary course "is hard to estimate, since results should appear primarily in the student's English, not in his grasp of the new language." Of course, this is in patent contrast to the intent of the oral intensive experimentation. The report continues: since Latin and French offer a clearer syntax than English and this clarity may be reflected in the student's English, he should begin his study of them in the seventh or eighth grade, even replacing English with them if necessary.⁴ This emphasis on the enriching values of foreign language, to the exclusion of any direct use to which the language will be put, constitutes an *apologia* advanced more often for the classical than the modern languages. The statement that the reasons for studying a foreign language "have chiefly to do with the student's growth in his own speech, not in the foreign speech" serves as a type of observation distinguishing the Harvard report from all others of similar character. The logical conclusion of this premise follows: "The danger is that [the foreign language] shall be studied only for itself without relevance to English." This conservative view, enunciated at a moment when many language departments are using only direct oral methods and discouraging translation, becomes almost radical.

A brief allusion to the area and language affiliation is made with reference to Russian. If area and language programs are not proposed by this committee, it is because another group at Harvard has been exploring the matter.

In sum, we note that the numerous intensive Army and Navy courses undertaken at Harvard (French, German, Italian, Russian, Chinese, Japanese) have influenced this report very little. As we shall see, the service contracts left a far more definite impact upon the postwar thinking of other institutions. Obviously, few people in our profession are going to leave the remarks on language uncontested. Yet there is a basic, if cynical truth couched in this section of the report. Despite their inevitable reference to the Spanish student who will go off to South America, the authors recognize and accommodate their thinking to the regrettable fact that most students who study foreign languages in school do not have occasion to use them later in life and might not do so, even if they studied them on an

⁴ This extreme view is not reflected in any reduction or replacement of the three units of English in the proposed high school curriculum for students not preparing for college (p. 100).

oral-intensive plan. Thus the authors astutely stress the undeniably valid secondary effects of language study. We should only make the reservation that the humanistic ends which they substitute for the "tool" function need not require "distinct methods," need not necessitate intensive translation drill and sacrifice of the newly-proved intensive methods, as the report would have us believe. The survey of ASTP conducted for the Committee on Trends in Education of the Modern Language Association demonstrated that the intensive courses in the Western European languages gave the student a reading proficiency closely correlated with his speaking ability.

Rightly or wrongly, language teachers will regret that foreign languages are not proposed as a required course for all students in a high school curriculum designed to impart a general education. Rightly, they will be perplexed by the fact that, while not making foreign language a core subject in the high school, the report in its discussion of the values of language stresses precisely the general education values over the practical.

Much briefer than the Harvard report and less available, Yale's *Report of the Committee on the Course of Study* is drawn up to maintain a curricular balance between "elective opportunity, planned distribution, and concentration." The committee has some vigorous recommendations to make regarding language at the college level. The 85% of the student body following the Standard Program must take three courses in their Freshman year: English, modern language, and systematic thinking. These groundwork courses "are to produce a satisfactory competence in our students in three studies and techniques fundamental to all further progress in College." The defense of this language requirement is quite brief: "Now, more than ever, must we educate men who are free from national provincialism. We expect our graduates, as heretofore, to play their part in the nation and the world, in statecraft and in learning. Even if they stay at home in business, the culture and civilization of another great people must remain accessible to them at first hand." The languages which may be studied are French, German, Spanish, Italian, or Russian, although the student may petition to replace these by another European or Oriental language. The Committee recommends that the elementary courses be set at a rate of both five and ten hours a week. A student may be exempted from a foreign language only if he has studied this subject for four years in secondary school with high grades and in addition obtained an honors grade in it at the College Board Examination.

Even Yale's prescribed course in systematic thinking may be taken in the linguistic field, for the student has the option of satisfying this requirement by a course in mathematics, philosophical logic, or linguistics (the Structure of Language). This course covers the social and historical develop-

ment of language, linguistic method, and general matters of usage and style.

Recapitulating, then, the new program suggested for Yale makes language an important element in the student's academic training. Two powerful local influences are discernible in this report: the impact of the language courses undertaken for the Army and the activities of New Haven's competent group of anthropological linguists.

The Princeton report of the Committee on the Course of Study, entitled *PLAN OF STUDY LEADING TO THE DEGREES OF BACHELOR OF ARTS*, consistently places ancient and modern languages in the same category, apparently considering their tool and cultural values identical. The report decrees that two years of a foreign idiom is a basic minimum requirement to be met before entrance. It quite logically points out that one cannot ask for more language, since many high schools offer no more than two years of this subject. But two years is a minimal requirement for entrance to college, not an optimum amount for a student wishing to pursue language as a undergraduate. The desirable degree of efficiency which this student should attain is defined:

"A reading knowledge of one foreign language, defined as ability to read with reasonable facility any representative passage in that language. Candidates who have not taken and passed a CEEB examination in a language will be given a qualifying test upon entrance. According to the results of the CEEB examination or of the qualifying test, each candidate will be either (1) certified by the department concerned as having attained the required reading knowledge and released from further study of a language, or (2) required to take from one to four courses in language before the end of the sophomore year in order to obtain the specified reading knowledge."

This student may get by the requirement by passing an achievement test any time after his first term. The Committee on the Course of Study will decide which languages may be accepted in fulfillment of this requirement.

However, a Princeton undergraduate need not take any language at old Nassau if he has had two successful years in high school. He may take mathematics instead. Anticipating the rejoinder that language and mathematics are not of the same academic nature, the Committee posits that mathematics is in a sense the "language of science." Further, "each evolves practice in the simultaneous control of a number of factors, in applying general principles, and in developing habits of accuracy and precision." By this token, one might say that any one of several physical sciences might correspond to language as a discipline. The basic difference between the Princeton plan and those of Harvard and Yale is that all Cambridge and New Haven graduates will have a demonstrated reading knowledge of a foreign language. Thus, the most radical departure in the Ivy League is not undertaken by Harvard, but by Princeton. Princeton, which did such outstanding language teaching for the ASTP (an accomplishment not

reflected in any way by this report), is the only institution included in our survey which permits its graduates to remain monoglots. When the Princeton faculty voted approval of the report in November, they implicitly accepted as identical the disciplinary values of language and mathematics. While the report stresses at length the educational values of language and mathematics, the choice is left between language *or* mathematics. Perhaps one can hope that the traditionally excellent language instruction at Princeton will continue to encourage bilingualism.

The Amherst *Report of the Faculty Committee on Long Range Policy*, after a preliminary pronouncement on the objectives of a liberal college education, analyzes the curriculum in detail. The committee weighs the four standard arguments in favor of foreign language study as follows. As a discipline in itself, language has a real value, even if studied only in a small amount. That languages are an adjunct to mastery of English is recognized by all teachers except those "whose work does not bring them into sufficient contact with the foreign language." On language as a tool, the committee entertains doubts: some students never use the tool; often the tool is not valid when put to the test; the good student needing a foreign language will work it up even when not compelled to. Languages' potentialities in breaking down provincialism are recognized and heartily applauded with the reminder that God and the angels do not speak English. As for specific recommendations, the committee proposes that every undergraduate satisfy a language requirement no longer based exclusively on reading competence, but necessitating a firmer grasp obtained in courses with an oral as well as a reading aim. The language required should henceforth be any modern foreign language which the student will find useful. The native tongue of the foreign-born student will meet the requirement. Students doing advanced or honors work should be encouraged to know more than one foreign idiom. Russian should be added to the course offerings. Latin and Greek are half-heartedly permitted to satisfy the requirement, although it is objected (*quantum mutatil*) that the student cannot practice them orally. This report is important and symptomatic for its liberalizing clauses: de-emphasis of the reading aim; addition of new foreign languages as acceptable.

Iowa's report, *The New Program in Liberal Arts*, similarly liberalizes the language requirement. Every student should "be able to read or speak" one foreign language. "The standard of performance is set at a level which can be attained by most college students after completing satisfactorily a semi-intensive eight semester hour course directed at either the speaking or the reading adaptation." But the emphasis remains on performance rather than course completion, and the undergraduate must pursue his study until he demonstrates one or the other proficiency. The committee admits that its views reflect the experience with the ASTP at Iowa City. According to

this report, Iowa will continue its semi-intensive language program, with small drill sessions under native conversationalists. Here again, the institution's Army contract left a deep impression upon local thinking.

Oregon, too, has a new *Major Curriculum in Basic Liberal Studies*. This program accords language an equal prominence with four other fundamental fields of study: literature, science, mathematics, and social science. In his Freshman or Sophomore year the undergraduate must complete eight year sequences from these five areas. Unless he has had his foreign language in high school, he will have to take two years of language, as only second-year courses satisfy the requirement.

The women's colleges are also diagnosing their curriculums. A report issued by the "Committee on Postwar Educational Problems at Smith College" recommends an interdepartmental major in area and language and proposes South America as the first area of study. There are not too many of these reports, but others may soon follow, and all will deserve our close attention. Some reports which we have tracked down (University of Virginia, Colgate, etc.) do not treat specifically of foreign languages. Certainly those we have abstracted in these pages are among the most influential at the present writing.

Our interest in this very cursory investigation was born of curiosity. Just prior to the war there was a widespread feeling that foreign languages were on the decline, that the social scientists were successfully poaching on our preserve. Although the war demonstrated the crucial need of foreign language study, we were still curious to know whether it would be able to hold its own in postwar educational policy and planning. From our sampling of these reports, it would appear that, at the college level at least, foreign languages will continue to enjoy robust health. No need yet to page that autopsist whose name echoes through some hospital corridors, Dr. Mortimer Post. In those colleges holding Army contracts whose reports we have examined, (Princeton excepted) interest was revived not only in methods of teaching languages, but in the languages themselves. Thus we may conjecture that, since about sixty major colleges distributed over the country felt the impact of Army language courses, languages will probably receive favored consideration in the peacetime planning of these and their satellite institutions. This not only augurs well for the profession, but in addition offers a bit of hope for our somewhat bemused postwar world.

September 13, 1945

DEAR PROFESSOR OLINGER:

In reply to your query of August 23 I am pleased to make the following *unofficial statements* regarding the situation at the University of California (Berkeley campus):

1) Has the war helped to increase the enrollment in your school or college? In proportion to the total enrollment in the University, yes.

- 2) Has the administration allowed the teachers to experiment with the oral-aural features of the ASTP? To my knowledge no teacher has requested that he be allowed to make such an experiment.
- 3) Has the new aim of giving the student a real mastery of the oral and written language helped to increase the number of years to be devoted to the study of foreign languages? As a result of the report of the California Subcommittee on Foreign Language the number of units in foreign language required of all students in the College of Letters and Science was increased from 15 to 16 in 1942, that is, about the time the ASTP was getting under way. This slight increase was more in the nature of a re-adjustment which would permit foreign language departments to add practice periods to the regular periods. It should also be pointed out that the new plan had no connection whatsoever with the ASTP either in its conception or in its administration.
- 4) Is there any attempt to limit the number of students to less than 25 in each class? In the department of French we manage to keep our classes reasonably small, that is, between 20 and 30 students. I understand that the department of Spanish finds this more difficult to achieve.
- 5) Has the number of hours per week been increased in language work? In the departments of Spanish and French all sections of first and second year courses meet five times a week.* Formerly they met five times a week during the first year and three times a week during the second year.
- 6) What new text-books or other material are being used in the various languages to realize the new oral-aural aim? No special text-books or other materials are being used in our classes. In the first place we lack funds for the purchase of special materials, and in the second we feel that the key to successful teaching is the teacher himself. I might add that in the department of French students are segregated according to their main interest in the language (conversation or reading). The resulting homogeneity in each section permits greater achievement in the chosen objective.

Cordially yours,

EDWARD F. MEYLAN

Associate Professor of French

October 22, 1945

DEAR SIR:

On September 9, Professor Victor Lange of the German Department, Cornell University passed on to me your letter of August 23 relative to the effects of the war and the ASTP on the teaching of foreign languages. Professor Lange felt that I could furnish more easily the material in regard to the local Junior and Senior High School.

* Two out of the five periods are considered as practice periods.

According, I circulated to our teachers in the foreign language department and to our principals a questionnaire based upon your letter of August 23. Our teachers and administrators responded as best they could. A summary of the replies follows:

1. Q. "Has the war helped to increase the enrollment in languages in your school?"

A. There has been a slight overall increase in the number of pupils studying foreign languages. This increase may not be due entirely to the influence of the war. The increase in Junior High School is due to the services of an especially good teacher in the Exploratory Language field. No doubt, her influence has carried over to pupils planning Senior High School programs.

- a. The greatest increase has been in Spanish (Senior High)
- b. There has been an increase in Latin (Senior and Junior High)
- c. There has been an increase in French (Junior High)
- d. There has been a decrease in German (Senior High)
- e. There has been a decrease in French (Senior High)

2. Q. "Has the administration allowed the teachers to experiment with aural-oral features of the ASTP?"

A. The administration has always been in favor of experimentation, but both administration and teachers realize the demands of the New York State Syllabus in foreign languages, the lack of time in comparison to the ASTP, the free election of foreign language work by pupils of varying academic ability, large classes, and teacher load are real handicaps to any great amount of experimentation.

3. Q. "Has the new aim of giving the student a real mastery of the oral and written language helped to increase the number of years to be devoted to the study of foreign languages?"

A. So far as Ithaca teachers are concerned, "a real mastery of the oral and written language" is not a new aim. They have always endeavored to encourage as much mastery in these respects as time and pupil ability will allow. No improvement in attaining a real mastery will ever be attained without *more time* spent by pupils and teachers in the study and practice of a foreign language.

4. Q. "Is there any attempt to limit the number of students to less than 25 in language classes in your school?"

A. No. Occasional small classes are by chance. At present, the staff in the department is not available to have smaller classes. However, a recent adjustment has been made in the Spanish work. The services of a part-time teacher have been secured so that some classes have been reduced in size. This arrangement has also relieved the class load of the regular Spanish teacher.

5. Q. "Has the number of hours per week been increased in language work?"

A. No. In connection with this problem, please note carefully the **FOUR-YEAR PROGRAM OF STUDIES** outline with the constants required in New York State.

6. Q. "What new text-books or other material are being used in the various languages to realize the new oral-aural aim?"

A. As has been noted before, the oral-aural aim is not new to us. In Spanish, French, and German, the teachers have always emphasized this aim and done as much as time and pupil ability will allow to attain it. Publishers are very shy about putting out announcements or sending samples of any new books or materials involving the "new oral-aural aim." We have not noted any rush from the powers that be in the ASTP to share any discoveries they may have made with the public schools. Likewise, there has been no word from the State Education Department about any "revolution" in the Syllabus or materials. I venture to say that many foreign language teachers in the public schools know little or nothing about the ASTP materials. I do know that a large number of us are considerably "griped" about the unfair comparisons that have been drawn between the results attained in the ASTP and the public school foreign language work. Remember that the general public (and, I fear, not all the foreign language teachers) have access to the foreign language journals where discussions on this subject have been presented.

We foreign language teachers in Tompkins County had the good fortune to hear Professor Lange describe the ASTP program as it operated at Cornell. He extended us an invitation to visit some of the classes. Several teachers took advantage of the invitation and went to some Saturday classes. You will agree with me that this was a rare opportunity.

You may be interested in some figures that we have locally. These figures may not be absolutely accurate, but they furnish an interesting bit of information. I do not consider our situation typical. For one thing, we have a staff of well-trained teachers. There has been little turnover in our department. The presence of Cornell University has influenced the number of pupils taking foreign language for college entrance.

Total Secondary School Enrollment (9th grade in Junior High and 9th, 10th, 11th, 12th in Senior High)
1235 (9/45)

Students in French:

- a. First year 72
- b. Second year 57
- c. Third year 25

Total French 154

Students in German:

a. First year	29	
b. Second year	21	
c. Third year	14	
		Total German 64

Students in Spanish:

a. First year	88	
b. Second year	55	
c. Third year	11	
		Total Spanish 154

Students in Latin:

a. First year	100	
b. Second year	64	
c. Third year	15	
		Total Latin 179

Total foreign language enrollment (for grades listed above) 551.

A further caution—some pupils are taking two foreign languages. For example, a pupil might be enrolled in Latin II and French I the same year.

I hope that this somewhat hasty survey will be of help to you. Our department will most certainly appreciate any "concrete facts and pertinent results" that you discover from your study of the effects of the ASTP. We are always "in the market" for anything that will improve foreign language work.

Very sincerely yours,

MILDRED W. BRANDAUR
Director, Foreign Languages

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

A Reading Lesson Correlated With Cultural Content

LOUIS E. SORIERI

New Utrecht High School, Brooklyn, N. Y.

(EDITOR'S NOTE)—This interesting discussion of a reading lesson to be correlated with cultural content comes from Dr. Louis E. Sorieri, Chairman of the Department of Romance Languages at the New Utrecht High School and his collaborators, the Misses Angelina Seveso and Lillian E. Silber. Dr. Sorieri, an outstanding teacher of Italian and authority in his subject, enjoys a nation-wide reputation not only as a teacher but as a sound scholar. We are deeply indebted to him for this splendid contribution to our series of model lesson plans.

FOllowing is the description of an actual lesson given in five classes of the Italian department of New Utrecht High School, Brooklyn, N. Y., by four different teachers. The lesson was tried out in two fourth term classes, one of the fifth term, one of the sixth term and one fourth year group. It is here presented simply, without any attempt to embellish it with hypothetical procedures or general pedagogical deductions. Each teacher perusing it will make his own interpretations in the light of his personal experience. It is hoped that this lesson may suggest a fresh approach to the presentation of cultural material in the foreign languages classes, and thus be of practical value and encouragement to our earnest language teachers.

Description of the Lesson

I. Aim: To correlate a reading passage in the foreign language with its cultural contents and its historical significance.

II.—Preparation:

A. Homework: On the previous day pupils were assigned a report in English, of about 100 words, on one of the three artists treated in the reading selection. Specific assignments in each of the five classes were as follows:

Row 1—Leonardo da Vinci

Row 2—Michelangelo

Row 3—Raffaello Sanzio

Row 4 and 5—choice of one.

B.—The chairman, with the aid of two teachers, composed a passage which could be read by the average second year pupil in eight to ten minutes.

C.—Teacher assembled reproductions of the portraits of the three artists and some of their masterpieces mentioned in the passage. Pictures were in color, 10" x 7½", mounted on dark gray mounting paper 14" x 10½", with titles in block letters which were easily visible from the rear seats of the ordinary classroom. The following pictures were actually used:

1. Portrait of Da Vinci
2. The Mona Lisa
3. The Last Supper
4. Portrait of Michelangelo
5. Statue of David
6. Statue of Moses
7. The Last Judgment
8. The Sybilla Cumae
9. Portrait of Raffaello
10. The Madonna della Sedia
11. The Madonna of the Granduca
12. The Transfiguration
13. The School of Athens

D.—Teacher prepared an introductory statement on the Renaissance movement, which served to motivate the lesson and enabled the pupils to place the artists in their proper historical setting.

Classroom Procedure

A.—While the teacher was attending to the routine tasks of checking attendance, making out absence and tardy slips, etc., three students were given library cards with the following key words which were written legibly on the front board:

1. fama mondiale—world fame
2. acquistarono—earned, won
3. capolavoro—masterpiece
4. l'affresco—fresco, painting on fresh plaster
5. ingegno—talent
6. Giudizio Universale—Final or Last Judgment
7. si distinse—distinguished himself, excelled
8. maschile—male
9. dorso—back
10. cupola—dome
11. epoca—epoch, age, era
12. risvegliò—reawakened

Furthermore, mimeographed copies of the reading passage were placed face down on the desk of the first pupil in each row.

B.—The teacher now made the following introductory remarks: "Cari ragazzi, stamani faremo una lezione su tre grandi artisti italiani del Rinascimento: Leonardo da Vinci, Michelangelo Buonarroti e Raffaello Sanzio. (pause) *Rinascimento* comes from the Italian verb . . . *nascere* (class suggested); therefore the word literally means . . . reborn, rebirth (two or three students suggested). In your history books this period is known as the . . . *Renaissance* (class exclaimed). As you already know, the Renaissance was a period of great intellectual reawakening in Europe. In a real sense it was the rebirth of literature, of the arts and of the sciences. This movement first began in Italy during the 14th century and thence spread to all of Europe, and later even to the newly-discovered Western World. In Italy the period of greatest artistic activity covered roughly the 15th and 16th centuries.

Of the many prominent figures in the world of art of that time, we shall study three whose names are known throughout the world."

C.—One report on each of the artists was read. Comments and additions were made by other members of the class. Remarks were limited to essentials for the sake of time economy.

D.—Mimeographed sheets were then distributed by the pupils in the first seats and then the teacher said clearly and firmly: "You will read silently the first two paragraphs of the passage on the mineographed sheet. Do not hurry; I shall give you plenty of time. Now, read!"

TRE GRANDI ARTISTI ITALIANI

Durante il Rinascimento in Italia vi furono molti grandi artisti, dei quali tre acquistarono fama mondiale: Leonardo da Vinci, Michelangelo Buonarroti e Raffaello Sanzio.

Leonardo nacque nel villaggio di Vinci, poco lontano da Lucca, nell'anno 1452. Da ragazzo fu mandato a Firenze dove studiò pittura sotto il Verrocchio. Avendo una curiosità straordinaria, egli s'interessò anche di musica, di matematica, di anatomia e di meccanica. Studiò minutamente il volo degli uccelli e fece numerosi disegni di macchine con cui l'uomo potrebbe volare. Però Leonardo è conosciuto principalmente come pittore. I suoi due capolavori sono: La Gioconda, detta anche Mona Lisa, quadro che si trova nel museo del Louvre a Parigi; e l'affresco nella Chiesa di Santa Maria delle Grazie a Milano. Questo affresco rappresenta L'Ultima Cena: Cristo nel centro circondato dai suoi dodici apostoli. Per il suo grande ingegno Da Vinci è chiamato l'uomo universale.

Anche Michelangelo fu uomo di genio. Egli si distinse nella scultura, nella pittura e nell'architettura. Apprendeva pittura nella bottega del Ghirlandaio, quando Lorenzo de' Medici lo chiamò in casa propria per fargli studiare scultura. Il primo capolavoro di Michelangelo fu la statua del David che si trova nell'Accademia a Firenze. In questa figura ammiriamo la bellezza fisica e la forza maschile come nelle statue dei greci antichi. Le sue altre statue più conosciute sono: La Pietà, nella Chiesa di San Pietro, ed il Mosè che si trova anche a Roma. Tra le sue opere di pittura sono famosi gli affreschi della Cappella Sistina nel Vaticano, nei quali Michelangelo rappresentò scene e personaggi del Vecchio Testamento. Su una parete della Cappella Sistina si può ammirare il Giudizio Universale, immenso quadro con centinaia di figure, rappresentante le gioie del paradiso e le torture dell'inferno. Si racconta che Michelangelo abbia lavorato più di due anni, per lo più coricato sul dorso, per dipingere gli affreschi sul soffitto della Cappella Sistina. Come architetto, egli contribuì ai disegni per la Chiesa di San Pietro, e ne disegnò la grandiosa cupola rotonda. Michelangelo morì nel 1564.

Il terzo rappresentante del Rinascimento italiano fu Raffaello Sanzio che nacque ad Urbino nel 1483. Fu chiamato a Roma—ricevette grandi favori del Papa Giulio II e da Leone X. Celebri sono i suoi affreschi nelle Stanze del Vaticano, ma Raffaello è conosciuto piuttosto per le sue bellissime madonne, fra le quali: la Madonna della Sedia e la Madonna del Granduca, tutte e due a Firenze. Veri capolavori sono anche la Trasfigurazione e l'Assunzione. Raffaello morì giovane, all'età di 37 anni.

Questi tre grandi artisti sono i migliori rappresentanti di quell'epoca chiamata il Rinascimento, quando lo spirito dell'uomo si risvegliò alle bellezze intellettuali ed artistiche della cultura classica.

At the end of three minutes, the teacher called "Time!", and then asked the following questions:

1. Dove nacque Leonardo?
2. Dove si trova il villaggio di Vinci?

3. Dove fu mandato a studiare pittura?
4. Chi fu il suo maestro?
5. Quali altri studi lo interessarono
6. Quali sono i suoi due capolavori di pittura?
7. Come è chiamato Leonardo, e perchè?

Since the main aim was to convey cultural information through the foreign language, the teacher was not seriously concerned with grammatical errors if the answers were given in Italian. Most of the students, especially in the fourth term classes, preferred to answer in English. The first three pictures were then shown by the teacher, while the students made a number of pertinent or even impertinent remarks, such as: "Where is Mona Lisa now?" "Has the Last Supper been destroyed by the air raids?" "Would Da Vinci have been a great airplane designer if he lived to-day?" "How could Da Vinci work with such long hair and a beard?"

The teacher then said: "It is now time for the next paragraph. Ready, read!" At the end of four minutes time was called and the following questions were put to the students:

1. In quali arti si distinse Michelangelo?
2. Dove apprendeva pittura?
3. Chi gli fece studiare scultura?
4. Quale fu il suo primo capolavoro?
5. Quali altre statue di Michelangelo sono molto conosciute?
6. Quali affreschi di Michelangelo sono famosi?
7. Come lavorò per dipingere il soffitto della Cappella Sistina?
8. Quale cupola disegnò Michelangelo?

The same procedure was followed as with Da Vinci. The answers indicated a thorough understanding of the contents; the students were evidently reading with greater ease. The next five pictures were then shown to the class. The questions and comments elicited by the pictures were too numerous to be recorded. Some are worthy of note as being indicative of the inquisitive adolescent mind. "Why did Michelangelo make David naked?" "He looks strong enough to tackle any giant." "What are the two little horns on the head of Moses?" "Did Michelangelo really believe there are places like Heaven and Hell as he paints them?" "Did he get much money for his art?"

Finally came the reading of the paragraph on Raffaello, along with the brief concluding paragraph. Two minutes were allowed for the purpose. Questions were then asked as follows:

1. Chi fu il terzo rappresentante del Rinascimento?
2. Dove nacque Raffaello?
3. Dove si trovano i suoi celebri affreschi?

4. Quali sono le sue madonne più conosciute?
5. Date il nome di altri due capolavori di Raffaello.
6. A che età morì Raffaello?

The last five pictures were greatly admired by the students because of their beautiful colors and the purity of the features of Raffaello's human figures. One of the students made the following penetrating remark: "He was so good-looking himself that he could not draw any ugly people."

As a final review of the day's topic, pupils were given three minutes for a rapid re-reading of the entire passage. Then statements were made to which the pupils were requested to answer simply by: "È vero" ("Correct"), or "Non è vero" ("False"). The statements used were the following:

1. Leonardo nacque a Firenze.
2. Il Verrocchio fu scolaro di Da Vinci.
3. La Gioconda e la Mona Lisa sono due quadri di Leonardo.
4. L'Ultima Cena è un capolavoro di Michelangelo.
5. La statua di David di Michelangelo si trova nel museo del Louvre a Parigi.
6. La Pietà è una bella statua di Raffaello.
7. Michelangelo morì ai 37 anni.
8. Raffaello è il pittore delle madonne.
9. La Trasfigurazione è un'opera di Michelangelo.
10. Raffaello nacque ad Urbino nel 1483.

The closing statement well-nigh coincided with the ringing of the warning bell.

Actual Time Allotment (Maximum to the slowest group)

1. Routine tasks	2 minutes
2. Introductory and motivating remarks	2 minutes
3. Students reports on the three artists	5 to 7 minutes
4. Reading and questions on Da Vinci	8 minutes
5. Reading and questions on Michelangelo	10 minutes
6. Reading and questions on Raffaello	7 minutes
7. Rapid re-reading	3 minutes
8. True and false statements	2 minutes

Total: 41 minutes, the length of a normal class period.

Of course, in the third and fourth year classes two to five minutes were saved in covering steps 4, 5 and 6. This extra time was used for a general discussion of the artists and their works immediately after completing the true and false statements. The second year classes were kept constantly busy in order to cover the total number of steps. The teachers, however, affirmed that the lesson was completed without creating any visible sense

of tension among the pupils, which is usually indicative of disturbing haste on the part of the teacher.

General Remarks

Cultural material can be made palatable and vital to our young people. One possible way, as suggested by the foregoing lesson, is by preparing similar passages covering the various fields of culture, and adapting the vocabulary and grammatical structure to the language level of the average student. This material, or rather, *information*, is unfortunately often presented in a bald matter-of-fact manner by the teacher who must performe keep an eye on the final examination.

The amount of time devoted to this phase of language teaching varies with schools and teachers. Perhaps ten lessons per term would easily cover the maximum requirements; we should thus have some forty lessons for a two-year course. If some teachers consider this excessive, they should bear in mind that the pupils are actually *reading* in the foreign language while acquiring an understanding of the culture of the foreign people. The use of the foreign language naturally increases their general ability to comprehend and gives them a healthy feeling of power. Young people experience a real delight when they discover that they can actually learn about Dante and Michelangelo, Cervantes and Murillo, Goethe and Dürer, and so on, through the foreign language itself. They feel duly recompensed for the many hours spent over dull grammatical exercises. Surely there is no reason why the life and achievements of Leonardo or Pasteur should not form as attractive reading material as the mishaps of the milk-maid or the adventures of Snow White.

The important thing, as has already been urged, is to make the passages attractive and comprehensible to the normal language student. This is a difficult assignment, to be sure; but we must always keep in mind this linguistic axiom: whatever is not intelligible is but a series of neat inksspots on white paper.

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Can High School Modern Language Study Pay Dividends?

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(Author's summary.)—The author cites the 6-year modern language program in her high school as proof that such study can pay dividends. An *intensive program* embracing many of the Army Specialized Training Program methods, adapted to the teen-age child, is offered over an *extended period*. Spontaneous testimony of graduates substantiates its validity.

THE results achieved in language study by the Army Specialized Training Program have brought to the minds of the thinking American public this question: Can high school modern language study pay dividends? Language teachers are grateful to the Army for furnishing to the public proof of the success language study can achieve when the necessary time, tools, conditions, ample funds and excellent teachers are provided.

Much has been said and written about the application of A.S.T.P. experience to future language teaching in colleges,—very little to that in secondary and elementary schools. Noteworthy experimentation has already been carried on in colleges, such as that in the University of Wisconsin.

The time seems ripe for a discussion of the possible achievements of the language program from the sub-college point of view. The hasty thinker will immediately compare the time element alone in the two courses—nine months in the army and two years in high school—and ask why the school cannot obtain better results. He fails to break it down into a comparison of the total number of clock hours, which would show a two to one proportion in favor of the Army.

America realized an emergency had to be met and unhesitatingly furnished the necessary means for solving the problem which a language barrier presented. These means were provided through selected enrollment, classes not to exceed ten, fifteen hours a week to devote to intensive language training, outstanding drill masters and native informants, all the necessary tools, *realia*, records and films. The student, moreover, was motivated by an earnest desire to succeed for his personal satisfaction and subsequent self-preservation or in order to secure a coveted position or promotion, or by fear of being dropped back into the ranks, and by a patriotic wish to serve his country in a special capacity.

This motivation cannot hope to be paralleled in the life of high school students, many of whom may never even see the country whose language is being studied. However, the necessary means *could* be paralleled with adaptation to individual community and student needs if the public and school administrators could come to realize the asset a second tongue can be

in a world society, as did our Army in the successful waging of war and subsequent reconstruction period.

The average citizen wants proof of accomplishment before spending his money. Yet this we know is impossible without an outlay of money for experimentation. It is the purpose of this article to furnish that proof by humbly presenting to language teachers a brief description of an "intensive program" carried on over an appreciable period of time, the results of which they may use in discussion with administrators and the public. Both solicited and unsolicited testimony of graduates of the course should serve to strengthen this proof.

In a two-year language program such as unfortunately prevails in the high schools of our country, it is almost impossible to realize the four-fold aim of understanding, speaking, reading and writing the foreign language as well as to give an appreciation of the people of the country whose language is being studied. It is in a long-term sequential program that these aims have the hope of realization. Wherever such a program has been organized it has met with outstanding success. Of course, the first requisite is an administration which has a long-range view and a progressive spirit of education; which sees the advantages of such a training even though its values are more or less intangible and can certainly not be measured in terms of dollars and cents.

In the junior-senior high school where the writer has taught for the past ten years such an administration existed when the school was founded fourteen years ago and continues to function. Experimentation began at once with language study in the seventh grade twice a week, then three times a week and so on until it was found best results were obtained with classes five times a week. The students are selected at the end of the sixth grade on the basis of their scholastic, social and physical readiness to add another subject to their program. Motivation at this age is a simple matter, so eager is the child to speak another language. His love of mimicry, games and self-expression are ready aids to language-learning.

The oral-aural approach used involves many of the techniques and methods outlined in the excellent report of the Survey of Language Classes in the A.S.T.P. prepared by a special committee for the Commission on Trends in Education in 1944. Of the commendable features which the Committee suggests can be adapted to the teaching of modern languages in secondary and elementary schools, the following have proven very workable: "a careful initial selection and classification of pupils on the basis of their ability to learn; an audio-oral approach to the study of a foreign language; increased amount of time devoted to in-school practice in the use of the language; emphasis on colloquial language dealing with actual current life situations; small classes supervised by teachers who really speak the foreign language; suitable teaching materials; utilization of all school and

community resources in providing opportunities for the maximum possible amount of practice in the use of the language during the learning process."

The following supplementary aids, many of which were mentioned in the Committee's report, for acquiring good hearing and speaking have brought most gratifying results: the phonograph for listening, vocabulary building and recording; the foreign language moving picture; visiting lecturers; soirees; taking students to foreign language plays, restaurants, cinemas, church services; staging of dramatic skits and original playlets; singing; and publication of a foreign language newspaper. Foreign language clubs provide further experience in hearing and speaking.

Grammar is taught as the need arises for it or as the curiosity of the student demands it. The foreign language is the medium of expression from the first day except for initial teaching of grammatical points. An interest in history, geography and mores is motivated by various projects. All this is made possible by the additional amount of time devoted to the study over a six-year period, thus not overcrowding any given year for this intensive work.

Much use is made of dialogues or series and of speech patterns. But they cannot be used exclusively nor as persistently as in the Army program. The latter program is adapted to the interests and needs of adults who persevered either because of personal desire and pride or because of enforced regimentation. The material for dialogues, for records, for movie aids to grammar and vocabulary teaching which will doubtless be forthcoming as a result of the A.S.T.P. experience will be of much help if adapted to the age, interests and sequential subject-matter needs of the adolescent student of language. One must be aware of the short concentration span of the eleven- and twelve-year-old and early teen-age child; of the need for a variety of activities within one period; of the difference in the psychological approach to the young mind as compared with that of an adult; of the inability of the adolescent to take anything in too concentrated doses if interest is to be maintained. Otherwise we defeat our own purpose and fall far short of our goal.

The six-year program has been developed with the aims mentioned above constantly in view. Thus the intensive work of the Army program is spread out over a longer period. It is hoped that the next step may be to add modern languages to the list of laboratory sciences. While listening, recording and conversation have been a part of classroom procedures, yet special rooms, equipment and time are needed in order that these activities may be carried on in small groups.

To be sure, after the first three years of this program, the student often has to be convinced of the value of each successive year of language study. It is perhaps human nature to feel that a little knowledge is sufficient to build upon at one's own leisure. This is, however, a simple matter of

guidance. Only after the student is graduated from this six-year program and goes on to college or out into the world, do the teachers observe the real values of such a course through the evaluation which students are kind enough to bring back to them. To date, in our high school, eight classes have been graduated from the six-year course and ten from the four-year course in French which runs parallel to it for those who have less time. The first class in Spanish will be graduated from the six-year program in June 1946.

There is perhaps no sounder proof of the permanent values of an experience through which a youth has been guided by his elders than that which the following excerpts from letters offer. These were received at the time of a Modern Language Night in the writer's school in 1942. Only one of the students was a language major in college. These show the perspective and sense of values gained through their high school language study as they wrote in answer to a request by the students for the graduate's estimate of the worth of this high school experience.

A young man in his Freshman year in college wrote: "Obviously, any question concerning the utility of a language in the world to-day is answered in terms of the biggest thing in the world to-day—the war and the subsequent peace. This is a war which encompasses the face of the earth and, as such, its warriors come from every land. Men have burst the dams of national language and have flowed together into the one mighty stream of common cause. Fighting shoulder to shoulder as allies are Americans, Britons, Russians, Chinese, Poles, Free French and many others. But this must not be an army of Babel. A confusion of voices must not mean a confusion of spirit and purpose. We must understand one another's words in order to understand one another's thoughts. That is where the common denominator of the world's few internationally spoken languages will weld us together. The ruin of our enemies will be pronounced in English, French and Spanish as well as in Russian and Chinese.

"Even more important will be the status of foreign languages in the world of peace to come. It will be a new world with no nation living to itself and, in fact, with every possibility that they will live together in some sort of federation. Trade will be conducted on an increasingly vast international scale, bringing with it the necessity that the producer learn the language of the consumer and vice versa. There will be little place for a man who knows none but his own way of speaking.

"Personally, however, knowledge of foreign languages should mean a great deal more to people. There has been a great tendency lately to neglect the cultural value of something for the sake of its practicality. However, there are very few people, whether they admit it or not, who object to being called well-educated or even, at worst, cultured.

"In this light, a foreign language is one of the most essential requirements of an education. Just to be able to read a classic as it was originally written

or to be able to understand a foreign orator is satisfaction enough. But, indeed, the general feeling of broadening horizons or that one belongs to the world in which he lives, is even more."

Another young man in his Sophomore year of college said: "One thing is certain. The keynote of reconstruction will be cooperation with all other nations. Isolationism, as preached in this country for many years, is dead. We will have to cooperate with the peoples of Europe, South America and the rest of the world. Language must not be a barrier. It is our duty to be preparing ourselves now for our responsibilities as future citizens."

A young woman in her Senior year in college wrote: "Although I am a Latin major in college, I studied French for four years in Garden City High School and have since found it of invaluable aid in my everyday life. I wouldn't trade that learning for anything. If nothing else, it has contributed to a feeling of self-confidence which comes with the understanding of a casual remark, a written expression, a reference to French history or the name of a fancy dish on a restaurant menu."

From a young man doing graduate work at one of our high ranking universities: "But it is not only a matter of source-hunting and reading scholarly articles. If a scholar knows the language of another people, then he can read their books, understand their culture, compare their ideas with his own. To the English student, that means another literature to enjoy and to use as a standard to judge his own. To the historian or scientist it is so much more material for study and even for those who are not students, it should bring a broadening of the point of view and an understanding of other races."

By contrast, the following excerpts from letters show the unsolicited and frank reactions of graduates now in the armed forces or recently discharged.

The writer of the following letter is a graduate of six years ago with no language study beyond his six years in high school. In January 1945 he wrote: "This is just a line from an old student of yours to thank you for your efforts of previous years to pound French into a not too willing cranium.

"Before my 'débarquement en Normandie' I wasn't capable of too much coherent French. Since then, however, I have progressed very well and have found that an awful lot has come back. Your stress on pronunciation and 'les gallicismes' is paying dividends. At this writing I am carrying on a number of correspondences in said language and have, on several occasions, acted as interpreter for some of the boys. I have made quite a few friends over here and know more than a few families quite well. So if you have any students desirous of corresponding, there is no lack of willing individuals here.

"Of course, all I've seen of this country has been in the wake of total war. We did get to know Caen and Bayeux and later there was Orléans. Chantilly

and Reims have been some of the others and of course where I am now cannot be disclosed.

"I wasn't one of your "A" students but I am having no trouble being understood at this time. Conversation, when one has had the groundwork, is the best teacher. However, you might impress upon your students that they definitely need that grounding in pronunciation, conversation and grammar that you are giving them.

"Should be more than glad to hear from you if you have time to write and thanks again for a second tongue."

Incidentally, this has started a correspondence of some fifty students and a definite project among them to help some of the schools in northern France that suffered complete destruction.

Another boy states on a postcard, "Just to say hello from this country to which you gave me such a fine introduction. Paris, Chartres, Orléans, Reims, Alençon, LeMans, Laon, Mauberge, Verdun—all of these places we've seen and many more. And you should here me dazzle these people with my French!"

A prisoner of war in Germany, who had had two years at Massachusetts Institute of Technology before entering the Air Corps, wrote to his mother from prison camp, "I am also studying French again. I wish you would see Miss Eaton and get her advice on books to send as well as a French-English dictionary." When this boy recently came home he said he had received and enjoyed the first shipment of books.

In May 1945, a young man wrote from Germany, "A short while ago one of my high school ambitions, instilled and fostered while I studied French, was finally achieved when I went to Paris for a few days on pass. And the city turned out to be all I expected of her. The one thing I liked best of all was the sidewalk cafe—a wonderful institution. I was complimented several times on my command of French, especially my pronunciation. Score one for the French Department!"

From somewhere in Europe, a young man wrote, "You may not believe it but I remembered enough French to get along very well in France. In fact, I was never hungry, thirsty or lonely.

"Your idea of speaking French exclusively in the classroom is good. Thinking French is the only way to learn. You could enact even more in the classroom every-day occurrences, such as marketing, having the car washed, small talk etc." (It is of interest to note that this was from a boy, hard to interest in high school, who studied French for only two years. He had missed the opportunity to do more enacting of scenes by cutting down his time of study. But he wrote a long, vivid description of the many places he had visited in France.)

Finally, just a couple of unsolicited reactions from graduates who went on to college: A young woman, after finishing the six-year course in high

school, majored in French in college. Upon graduation one year ago, she secured a position with "France Forever" in New York and has recently been asked to accompany her superior to Europe to continue working with her. She attributes her success to the long period of high school training coupled with the excellent college training she received.

A young woman who entered a well-known college as a Freshman in the fall of 1945, and who had to be constantly encouraged during her six years of French study, wrote as follows after three weeks of college classes: "You have no idea how I look back with affection and gratitude to Garden City's French department. Isn't it funny, but oh so human, how we fail to appreciate what we have while we have it. Let me take this opportunity to say that I think you all do a wonderful job for us. I actually feel well prepared. I must stop now to make myself clear. You have prepared us marvelously in the appreciation of all things French; you have let us taste many phases of French thought and French life which, as I have been able to see by comparison with students who have previously taken French, have not been made available to many other students. You certainly did a good job on our pronunciation. There are only three of us in the class who can readily understand and speak French."

These experiences are typical of those related by other students. Certainly similar reactions could be given by countless high school teachers whose students have likewise covered this *intensive program over an extended period*.

It is hoped that this article may inspire others to write of their experiences with similar or more extensive programs. School administrators as well as the lay public are beginning to consider seriously the values of the A.S.T.P. program and its application to high school teaching. Can we not pool enough evidence of successful high school experience to offer conclusive proof that, under favorable conditions high school modern language study *does* pay dividends?

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The Language Discothèque

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(*Author's summary.*—The best results from the use of phonograph records in language study are obtained only if the records are carefully chosen and used in conjunction with a serious study of phonetics. The records should be made available to students through the creation of a language *discothèque* or library of records.)

THE use of phonograph records, as an aid in learning to speak foreign languages, is, because of the army program, receiving so much publicity that we teachers of modern languages are constantly being asked: "Why don't you teach the way the Army does?" When many of us reply: "But we have been for the past fifteen or twenty years," we are looked at in unbelieving amazement. The Army method, with its stress on the spoken language and its recourse to mechanical aids, is far from revolutionary. It has, however, aroused a healthy curiosity and interest in its techniques and is bound to popularize the use of phonograph records for the purpose of learning through imitation.

A long experience in the teaching of French phonetics, coupled with years of experimentation with the use of records of many types has led us to think that a few of our findings might encourage still others to make a wider use of this very valuable mechanical aid.

Everyone has read the commercial advertisements of language records, and many people have used such records with excellent results. If a person can imitate and is satisfied with mere imitation, then all is well and good; but the intelligent student, anxious to master a language is impatient with mere parrot imitation. He wants to understand what he is doing and why; more, he wants to be able to carry over to new material any skills that he acquires in the learning process. To satisfy the needs of such a student work with records must be carried out under the direct supervision and guidance of experienced teachers. The machine, however, cannot and must not replace the teacher. Indeed in the ordinary classroom there is little reason to play records. Simply playing records may amuse the students and rest the teacher but is of doubtful pedagogical value.

How to obtain the best results from the use of the recorded voice presents a threefold problem. The first is to find the right kind of records, the second to make them available to large groups of students, the third to teach the students how to work with them in order to develop permanent skills. Although records can and should be used by beginners as well as by more advanced students, the method of their use, and the type of record selected,

differ according to the needs of the students. We shall speak here only of records suitable for students in a college phonetics course.

* * *

Students want to converse fluently about trivial subjects, but they also want to be able to exchange their ideas with others and to interpret literary passages intelligently and with ease. They must, therefore, acquire a pronunciation at the same time unaffected and correct. This they can do through the study of appropriate "spoken texts." Unfortunately, songs excepted, most commercial records have several outstanding faults. They far too often reproduce uninteresting material or material completely unrelated to class work. Commercial records of conversational French are sometimes made by natives who, to the despair of the phonetics teacher, have decided regional or personal peculiarities which make their imitation harmful rather than helpful. Occasionally in a dialogue one of the speakers may have a completely natural and unaffected way of speaking and the other an uncultured or unpleasant speech, the imitation of which would serve no useful purpose. Records commercially available, reproducing literary passages, are apt to be over-dramatic, being made by elocutionists who desire to give complete range to their histrionic talent. The imitation of such records would be of little value for the intelligent reading of new literary material and ludicrous when used to buy a railroad ticket or to order a meal. However, such records, both conversational and literary, if made by natives, have their place and a very important one in the phonetics class. They serve not only as models which illustrate variations from the norm but also give examples of what should or should not be done.

The ideal record is one made by a native whose speech has no marked regionalisms or personal peculiarities, who speaks into the microphone without preparation, in a normal conversational tone, just as he or she would speak to a friend or read aloud to an informal group. The material recorded should be literary passages of various degrees of phonetic difficulty, straight narrative, dialogue, description, poetry. Not finding such records available commercially and wishing to build up a library of records for study and imitation we decided to make our own recordings on the machine used to record the students' voices. The good will of colleagues, friends and foreign visitors to the college was enlisted, enabling us to create, little by little, a *discothèque* or library of records. These records, having been made with a definite aim in view and thus being adapted to the special needs of a special group, have been an invaluable aid in phonetics work. Our *discothèque* also includes special drill records and many folk songs as well as modern popular songs.

* * *

The problem of making records available to students is easily solved for a small group. A phonograph is all the equipment needed. The ideal set-up

is to have a phonetics room equipped with several listening booths such as are used by most music departments. In these booths the students can listen without the annoyance of ear-phones, and if the booths are large enough two students can work together with the same record. This teamwork often gives excellent results as one student checks the progress of the other.

When confronted with the problem of satisfying the needs of large numbers of students, most of whom live far from the campus and for whom adequate accommodation cannot be found in the college buildings at convenient hours, listening booths on the campus are not enough. We solved the problem by creating a lending library of records for students who have at their disposal a record player. Of course there is nothing new in the idea of lending records, music departments and public libraries sometimes make records available for home study. However a budgetary problem too had to be met: how to make a maximum quantity of records available at a minimum of expense. We decided to duplicate on paper blanks the master records of our *discothèque*. Commercial records of course cannot be duplicated: additional sets have to be bought. Our own recordings have thus proved to be not only better pedagogically but less expensive. Copies are cut on eight or ten inch blanks which are inexpensive, easy to carry about, wear reasonably well and can be replaced when worn out. To duplicate records it is necessary only to have two turntables. Most recording machines can be equipped with a second turntable. This addition to the recorder is, however, apt to be very expensive. For duplicating speech records we have found that the turntable of any record player can be used by connecting its pick-up directly to the amplifier of the recorder. Especially synchronized turntables although theoretically a must are not at all a necessity.

These duplicate records are those most generally lent to students: master records and commercial records too, when it is possible to replace them are also made available for home study under special circumstances. The student is then held responsible for their loss or breakage, just as he is for a lost or mutilated book. Funds can and should be set aside by the proper school authorities for the purchase of records and recording blanks for the *discothèque*, just as they are for books for the library. Generally phonetics courses do not send in large book orders and it is therefore only just that they receive funds for their special type of library.

* * *

To have available for the use of students a suitable *discothèque* is not enough: the students must be taught how to use records. The students must learn to listen with trained ears, must be taught how to listen. It is in conjunction with a course in phonetics that the use of records can give the best and most lasting results. Only the student who understands what

characterizes French sounds, who knows what is meant by a breath group, who has been made aware of the intricacies of the liaison and the subtleties of the mute *e*, whose eye as well as whose ear has been trained to distinguish between a closed and an open vowel, who has studied the varied patterns of French intonation can really derive the most profit from the study of a record.

During the early weeks of a phonetics course the practice is generally to concentrate on articulation. Sounds are thoroughly analyzed and rehearsed in class. To ask a student at this point to practice aloud at home can often lead to anything but good results. The student has no way of checking up on himself and besides is often fearful of learning by heart a wrong sound. This is especially true for those students who have a poor aural memory or whose ear has not yet been properly trained. The ideal would be to have his teacher continuously at his elbow, this being impossible, the next best thing is to have a phonograph. This is why, in addition to literary records the *discothèque* should contain special drill records for use at the beginning of the course. A student having difficulties with his semi-vowels can play a special record repeating them over and over until he not only hears them correctly, but hears himself when he pronounces them badly. A similar drill can be used for all sounds. Many students have difficulty distinguishing between *ou*, *u* and open and closed *eu*. They can take home a record stressing these sounds and play it until they are satisfied that they not only hear but are able to reproduce four distinct vowels.

The *discothèque* should also include a selection of songs. Singing, when properly done, is one of the best articulation exercises there is. Tense students relax, timid ones forget their fears, and tight muscles become supple and obedient. Then too singing is fun and therein lies its danger: the students, unguided, will sing paying no attention to the real object in view which should be the proper articulation of the words of the song. Great care must be exercised in the choice of records. Only records which lend themselves readily to group singing and are not musically too difficult should be used, but above all the records should be selected for their phonetic value as they serve to illustrate in particular the clarity of French articulation, the non-existence of diphthongues and the absence of slurring. In fact when these characteristics are pointed out, the students are amazed to find all of them present even when the tempo of the song is very rapid. They wonder if their own muscles will ever be under such perfect control. Yet they will be if care is taken to begin with the study of the text before starting to sing, if the teacher insists on clear articulation and correlates the phonetic and musical difficulty of the songs with the degree of proficiency of the students at any given time.

The greatest value of the *discothèque* is found in the aid it brings to the study of intonation which is after all the most important part of any work in

phonetics. After a careful analysis has been made in class of the basic principles underlying the speech pattern and after the students have worked with a few well chosen records, it is surprising to see how quickly they become intonation conscious and automatically correct themselves when called upon to read aloud in class unfamiliar material.

With each record to be studied the student is given a mimeographed copy of the text reproduced and is told to read it silently at first, to be sure he understands the meaning and general character of the passage, then to divide the passage into breath groups, to mark the liaisons and the mute *e*, to indicate roughly the general movement of each sentence, and then, and only then, to play the record and compare his own groups, his liaisons and so forth with those made by the speaker. After the record has been listened to, corrections made and the phonetic structure of the passage completely understood, the student is told to read the text aloud several times while listening to the record. This is an excellent exercise and drill in breathing, grouping, pausing and interpretative reading. The tendency of the student is always to go faster than the record, not to pause long enough after a tonic stress, or to read each group with the same speed. Reading with the record corrects these tendencies. Next the student is told to read a sentence or two without the record, then to play the sentences back and to repeat until his ear is satisfied that he has an exact reproduction. When the student feels he has mastered a passage he reads it to the class and is given a thorough criticism, not only by his instructor but also by his fellow students who have become very critical as a result of similar work. At this time possibilities of interpreting the text differently, of varying certain intonations, are raised and discussed.

In the classroom our own recordings, precisely because of the way they are made, are our main source of examples of typical French intonation patterns. We have four records reproducing a selection from Daudet, read by four very different Frenchmen and women from widely different parts of France. I know of no better way of bringing home to students what is meant by a language intonation pattern than to play these four records one after the other without comment. The students are generally very much surprised to find that although the records may be very different in the way the text is interpreted and in the pitch and range of the various readers' voices, all four break the passage down into identical breath groups, that they all have a rising or a falling intonation at the same point, that the same mute *e* is practically always pronounced or suppressed and that with the exception of an optional liaison here and there the four are in complete accord. Such a demonstration answers the question that always follows an analysis of the intonation pattern: "But if all French people follow that pattern, isn't it monotonous?" It is the students who answer their own question with a spontaneous: "Decidedly not!"

Another popular question to which the *discothèque* gives the answer is: "What about different French accents?" Of course although the great majority of cultured French people speak without any marked accent, accents do exist. A few well chosen records serve to illustrate such variations from the norm. One excellent way to make such records is to pick up radio broadcasts. A record of a Canadian sports broadcast, balanced by a more serious Canadian program answers many questions about what kind of French is spoken in Canada. A member of the French fleet furnished us with some good samples of the *midi* accent. When the Vice-Consul of Haïti consented to make a record the day he spoke to the French club we were delighted, all the more so as he had never studied or lived in France. His record is not only one more document in our very humble *archives de la parole*, but also a pleasant souvenir of a pleasant visit.

In conclusion we should like to repeat that the best results from the study of records can be obtained only when they are carefully chosen and when their use is closely related to the scientific study of a language. The same care should be exercised in the choice of records as is exercised in the choice of a printed text. Just as we have recourse to the printed page to illustrate rules of grammar and to develop a feeling for style, so we should study the "spoken page" to analyze the spoken language, to point out its characteristics, to imitate its rhythm and finally to acquire mastery in oral expression.

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Arriving at the Goal in Scientific German

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(*Author's summary.*—Analysis of difficulties encountered in the second year by a student in reading unedited scientific German material. A suggested induction by degrees into the reading of such material. Checking work done, and evaluating student's progress.)

ONE of the cogent reasons for the election of German by college students in preference to other modern foreign languages is the prospect held out to the learner of becoming able to unlock for himself the treasure-trove of scientific and technical information in that language. This factor was instrumental in re-establishing German in the colleges from which it had been banished between 1917 and 1919 and in stimulating its study in high school and in institutions of higher learning during the later twenties and the thirties of this century. Especially from pre-professional students of chemistry, medicine, physics, mathematics, and biology it had strong support. For the satisfaction of this group, too, special first year classes were organized in some colleges, and scientific vocabulary, paradigms, and readings were assigned from the first day of instruction. In these courses all other considerations yielded to the technique of reading. It is not the purpose of this article to compare the merits of such a course with those of the ordinary course of beginning German followed by a year of intensive scientific reading. It is rather to consider the possibilities of results that may be achieved in the second year with reading material now available, and the difficulties that need to be resolved.

Should the completion of one or more texts be the desideratum of a second year course of scientific German? The length of time available for German in the program of the pre-professional student will dictate the answer to this question. If his program allows for only a third semester, he can scarcely expect more. In a four semester course, however, the answer depends upon the ingenuity of the teacher in utilizing the resources of the library, in securing gifts or loans of material from professional people, his vision, and his skill in guiding the student past the first pitfalls of unedited reading matter. At present our libraries still lack current publications in the German language. Since there is little prospect for acquisitions, the supply at hand must suffice for this school year.

No matter which type of first year course he has followed, the student meets new problems, and can make definite progress toward the ultimate goal, the reading of unedited German, in his third semester. His problems fall into the general classes of vocabulary, constructions, and etymology. If he has followed the traditional course he should know approximately one thousand words. This, however, is only 50% of the words used most fre-

quently in scientific reading.* Unless he masters entsprechen, hauptsächlich, and Ausnahme, his reading will be toilsome and slow. In this semester, it is recommended that he pay much attention to the acquisition of the words occurring repeatedly in all scientific reading. Not only vocabulary but certain constructions such as causative lassen, the participial construction, the active infinitive translated passively, the contrary to fact conditional sentence, inverted order to express wenn, the subjunctive to express a superposition, and the present passive participle must be mastered, not merely identified. Rendering the finite verb in a clause introduced by dadurch dass as a participle is another essential technique. Deeper appreciation for the force of such a prefix as ent in words like entarten, entgehen, entsagen, entwässern, and dozens of other compounds should develop. Another example is los. A student's grasp of it as a prefix in losdrehen, losschneiden, and its meaning as a suffix in aussichtslos, grenzlos, and mühelos should become functional. Any facility in analysis that reduces the need for a dictionary is worth developing.

Such work as described in the preceding paragraph may well continue while the class follows one and the same textbook in the third semester. Occasionally the individual student should be offered an incentive to read a short unedited reference, correlated with his textbook to find an answer to his own question. I recall such question as: How is digitalis distilled? Why is the German word for oxygen *Sauer* stoff? What was the membership of Germany's last Reichstag? What can I read in German about anemia? How is nitrogen taken from the air? What information about Michigan or Kalamazoo could a German get from the encyclopedia?

A student's first experience with an unedited article is discouraging. He must fall back to a slow reading rate when he uses a dictionary, not a vocabulary. He is confronted with a puzzling array of abbreviations when his text has not required more than bzw. or d.h. He meets an informal style and, worst of all, idioms like *die Flinte ins Korn werfen*, *gleichen sich auf ein Haar*, *auf eigene Faust*, *Brücken sind geschlagen*, *muss im Auge behalten werden*, *zu Leibe rücken* which baffle him even in his fourth semester. He feels the need of a super unabridged dictionary that will not fail him on any compound, be it *Gesamtraum*, which he may have thought was some type of dream, *arterhaltend*, or *Holzverzuckerungsverfahren*.

An induction by degrees into unedited material has the least discouraging effect on students, and at the same time a strong motivating effect on the study of edited material. After the student's first excursion into unedited reading, he returns willingly to the sheltered confines of a textbook to work for the mastery of such techniques as translating an active verb with *man* as its subject passively or choosing with discrimination the English idea expressed by *bei* in phrases like *bei Nietzsche* (in Nietzsche's works); *bei*

* Sine Qua Non Vocabulary. *German Quart.* Mar. '42.

dieser Temperatur (at this temperature); *bei sich* (in his possession); *beim Füllen* (while filling); *bei Stickstoff* (in the case of nitrogen); *beim ersten Anblick* (at first sight); *beim Leben erhalten* (to keep alive); *bei schwerer Strafe* (under severe penalty). Such fundamental considerations as number, tense, the subject and the object, the true subject in clauses like *es bildet sich ein Salz*, and the identification of the antecedent remain important as sentence structure becomes more involved.

The encyclopedia and handbook type of references are excellent for first reports in the third semester, and for units of reading in the fourth semester. They furnish material for the much neglected transition from edited to unedited reading matter. In scientific German too often the one-time folly of the Latin course in assigning Caesar, a classic writer, to children who have just completed the grammar is repeated. Festinate lente might well be the motto of the teacher who considers assigning an article in "Naturwissenschaften," for example, to students who have not previously attempted unedited material. Papers given before experts and specialists at a research meeting or before learned societies go beyond the ordinary student's level in scientific information, as well as beyond his capacity in language. Before a future medical technician attempts to read such an article as "Blutgruppen, Blutübertragung, und Blutersatzmittel" by Domarus in "Naturwissenschaften" for September 18, 1936 or "Die klassische Theorie der Blutgerinnung und ihre neuere Entwicklung" by Wöhlsch in the August 14, 1936 issue, might he not profit by a preliminary unit of reading in such an encyclopedia as "Der grosse Brockhaus"? In volume three he would find basic articles such as "Blut, Blutgruppen, Blutgruppenuntersuchung, Bluttransfusion, Blutleere, Blutkreislauf," und "Thrombosie."

A student's immediate interests need not be ignored in planning a unit of work. A popular subject may also be a fine research subject. Rubber and synthetic substances are an example of such timely reading. One may begin with the encyclopedia article on "Isoprene," continue with "Kautschuk," "Die Vulkanisation," "Wiederverwendung von Altgummi" and "Verarbeitung des Rohkautschuks" before reading such articles in "Naturwissenschaften" as "Buna und Kriegskautschuk" by Hofmann, "Die Elasticität des Kautschuks" (June, 1937), and "Kristallisation des Kautschuks durch Druck" (June 17, 1937).

It would profit a chemistry student to read in a reference book in German on starch, and cellulose, including the cross references as a preliminary to research papers such as "Neue Ansichten über die Stärke" by Freudenberg (December 2, 1939), "Über Cellulose, Stärke, und Glycogen" by Staudinger, "Chemie der Cellulose" (November 30, 1934 and December 7, 1934), and "Wirkstoffe in der belebten Natur" by Kuhn (April 19, 1937).

Material on bacteria and on infectious diseases abounds in "Der grosse

Brockhaus." Suggested topics are "Bakterien" (vol. II) with its splendid color plates, "Immunität" (vol. IX), Infektionskrankheiten (vol. IX), "Heilserum" (vol. VIII), "Tuberkulose" (vol. XIX), "Wassermann Reaktion" (vol. XX). Such a course of readings prepares for "Moderne Infektionskrankheiten" (Sept. 1, 1936), "Neuaufgetretende Infektionskrankheiten" by Gundel (Aug. 6, 1936), "Epidemiologische Erforschung der Grippe" by Jusatz (Aug. 7, 1937), and even for some diversion with the timely "Malariabekämpfung in den Niederländischen Indien" by Rodenwaldt (February 25, 1938).

A physics student should read about polarization, atomic structure, refraction, rectifiers, color, magnetic field, radio, sound, and the electron microscope before attempting such a subject as "The Recognition of Progress in Nuclear Physics through Advancement in Apparatus and Methods."

Administering such a program of reading is more complicated than assigning an ordinary lesson or handing an article in a magazine to a student who will become thoroughly discouraged with both science and German in the course of reading it. Students must prepare all work in the reading room since reference books cannot be checked out. With only one set of encyclopedias at the disposal of the class, conflicts must be anticipated. The teacher can have many units, preferably listed on filing cards, and be constantly adding suitable subjects to these so that he may suggest substitute articles for those contained in volumes in use by other members of the class. Any medical student can read to advantage any of the articles on the organs, "Leber," "Niere," "Lunge," "Magen," "Bauchspeicheldrüse," "Gehirn" (almost too detailed), or on "Muskeln," "Kropf," "Verband," "Wunden," "Chirurgie," "Poliomyelitis," "Diphtherie," "Typhus," "Amputation," "Schmerzbekämpfung," and "Kropf." With the current necessity for understanding the machines of destruction, the student of mechanics can brouse about among such topics as "Unterseeboot," "Geschütz," "Mine," "Bombe," "Fliegerbombe," "Kriegsmarine," "Minenwerfer," "Fallschirme," and "Dieselmotor."

My chemistry students have reported favorably on articles in the reference volumes that give basic information as well as reading practice. Among the best are "Gasanalyse," "Massenanalyse," "Spektrumanalyse," "Stickstoff," "Untersuchung einer Substanz auf Metalle." "Über Katalyse und Katalysatoren in Chemie und Biologie" by Mittasch in the December 4, 1937 "Naturwissenschaften," "Grundlagen der Chemie in flüssigen Schwefeldioxyd" by Jander (December 9, 1938), "Über den Chemismus der Sulfidphosphore" by Schenck (April 23, 1937) or "Photochemie" by Bodenstein (January 4, 1935) may come later. It is not impossible to keep a class of fifteen working to capacity with one set of "Der grosse Brockhaus," files

of "Kosmos" and "Naturwissenschaften," and a few science books published in Germany on various subjects.

How shall one evaluate quantitatively and qualitatively the work in such a course? It is not possible for the teacher to check the accuracy of every sentence that a student claims he has read. I have found five different types of checking useful:

1. A daily report on a filing card at the close of the supervised reading and conference period stating the amount read in the period, and before the class period.
2. A summary of all readings completed at the close of the semester.
3. The translation in writing of one article in which the standards of professional translating are required.
4. A series of conferences with the individual student during the class hour in which he may have help or may be asked to translate.
5. A series of class tests.

The class tests might be five or six in number, five to ten minutes in length, with or without the privilege of using a dictionary on material of general scientific nature. Since up to the present the profession has not produced either comprehension tests on science reading similar to the Stroebe booklet (Reading Comprehension Tests in German) or standardized reading tests based on science, one must devise his own test material to determine how much and how well an individual has learned to comprehend in comparison with another individual. The selection may be made with a view to checking achievement with some particular construction e.g., present active participle as contained in this excerpt from Brockhaus:

Metrisches System

Nach langjährigen Verhandlungen kam es daher 1875 zwischen 19 Staaten zu einer Vereinbarung der Internationalen Meterkonvention, auf Grund deren ein Internationales Masz- und Gewichtsbüro in Paris errichtet wurde. Diesem wurde die Aufbewahrung der neuherzustellenden internationalen Prototyp (Urbilder) des Meters und Kilograms und die dauernde Vergleichnung der internationalen Prototyp mit ihnen sowie die Prüfung der von der Wissenschaft gebrauchten Masze und Gewichte höchster Genauigkeit zugewiesen.

A passage aimed at testing the understanding of the participial construction is the following:

Geisslersche Röhren

Geisslersche Röhren, nach ihrem ersten Hersteller, dem Mechaniker Heinr. Geissler, benannte, mit einem Gasvakuum gefüllte Glasröhren, die beim Durchgang von hochgespannten Strömen farbige Leuchteffekte ergeben. Die Geisslersche Röhren werden in den verschiedensten Formen hergestellt. etc.

Every student in such a course needs a general science dictionary (e.g., DeVries) and possibly one in his field of specialization. The library can usually be depended upon to arrange for a conference room, and to cooperate in building up a collection of special and complete dictionaries in the various

science fields. It must have a standard German encyclopedia set such as "Der grosse Brockhaus," possibly some books published in Germany in the previous decade, and some filed magazines, the best of which have been mounted in cardboard covers. The teacher may be successful in increasing the supply of reading by books and periodicals presented to him by professional people. (Thus two volumes of "Entstehung, Erkennung und Behandlung Innerer Krankheiten," 1930, by Krehl, the 1931 volume of the magazine *Hautkrankheiten*, and *Dreissig Jahre deutscher Geschichte* have come to my shelves recently).

This article has been written with the hope of helping the beginning or substitute teacher make the most of the course without current magazines. It is a protest against the translation of edited material to the degree of boredom, and the desultory reading of unedited articles. From notes kept over a period of five years the author has attempted to describe the motivation of a course that enables students to arrive at the goal, the reading of unedited material in their particular field of science.

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Results of Developmental Reading Procedures in First-Year Spanish

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CAN modern methods of improving reading comprehension in English be used effectively in developing reading ability in a foreign language? If so, at what period can they be introduced into a beginning class, and what results can reasonably be expected within two semesters? How can teachers gain pupil support for a pleasant, vital program in reading?

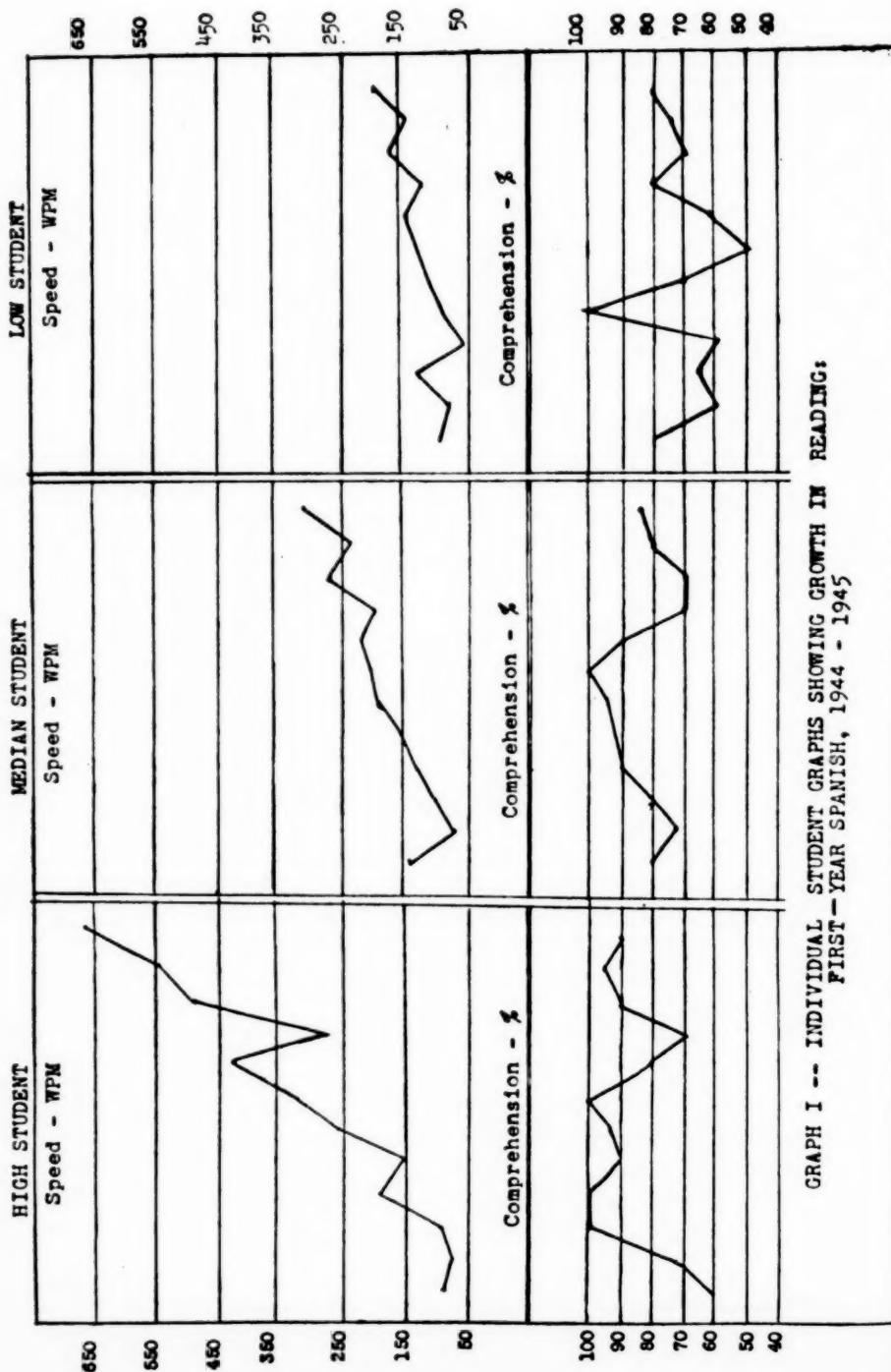
If the results obtained from an experimental tryout of developmental reading techniques to first year high school Spanish in the Menlo School

TABLE I. INCREASES IN SPEED OF COMPREHENSION OF SEVENTEEN FIRST-YEAR STUDENTS OF SPANISH: MENLO SCHOOL, 1944-1945

Student	Speed in Words per Minute			Comprehension in Per Cent		
	First Test	Test at End of Two Semesters	Increase	First Test	Test at End of Two Semesters	Increase
A	125	260	135	80	90	10
B	140	340	200	80	85	5
C	35	670	635	80	100	20
D	65	290	235	60	85	15
E	160	315	155	95	95	
F	130	260	130	40	75	35
G	165	290	125	80	80	
H	50	320	270	60	80	20
I	120	545	425	50	75	25
J	140	545	405	100	100	
K	120	670	550	60	90	30
L	95	225	135	80	80	
M	100	315	215	100	100	
N	80	275	195	70	75	5
O	125	280	165	85	90	5
P	155	240	85	70	95	25
Q	145	430	285	85	90	5

can be considered at all significant, the answer to the first question would seem to be definitely in the affirmative. Use of modern learning procedures with seventeen first-year students of Spanish during the school term 1944-1945 yielded an end-year group median of 315 words per minute with 90 per cent comprehension on reading matter of standard first-year difficulty.¹

¹ For an analysis of the methods used, together with a sample unit, see Blayne, Thornton C., "Building Comprehension in Silent Reading," *The Modern Language Journal*, Vol. XXIX, No. 4, April, 1945, pp. 270-276. Based on experimental tryouts of *Voces de las Américas I & II*, Henry Holt, New York.



GRAPH I -- INDIVIDUAL STUDENT GRAPHS SHOWING GROWTH IN READING:
FIRST - YEAR SPANISH, 1944 - 1945

These results approximate the norms for speed of comprehension in reading English.² In other words, on material written within its resources in vocabulary and syntax, the group read Spanish as rapidly and comprehendingly as the average high school student reads English. Table I gives the scores of individual students on the first test given at the end of the first four weeks of beginning Spanish, and the scores of the same students at the end of the second semester.

From a comparison of the data in Table I with the English silent reading norm of 300-350 words per minute, the following supporting evidence deserves to be noted:

1. Five students far exceed the norm for reading ability in English.
2. Four students equal the norm in English.
3. Eight students are within an average of twelve per cent of the English norm.

The entire group, however, is considerably above the oral-reading rates in English (175 words per minute) usually indicated for the average literate person.³ This means that vocalization, or word-reading fixations which frequently carry over into silent reading have been practically eliminated from the group.

The accompanying graphs present a picture of the achievement of three representative high, median, and low-ranking students. Graph II gives a picture of the group as a whole. By reference to the graphs, it will be seen that, although considerable variation exists between points, the general *trend* is steadily upward. Irregularities are common occurrences and students are forewarned to expect them. They are usually attributable to:

- a. Unequal difficulty of reading matter.
- b. Variations in difficulty of the comprehension tests.
- c. Distractions during the test.
- d. Irregular attendance or absence.

By what means were the results reported in the tables achieved? The methodology, developed in consultation with Dr. Walter V. Kaulfers of Stanford University, laid primary stress upon the following principles:⁴

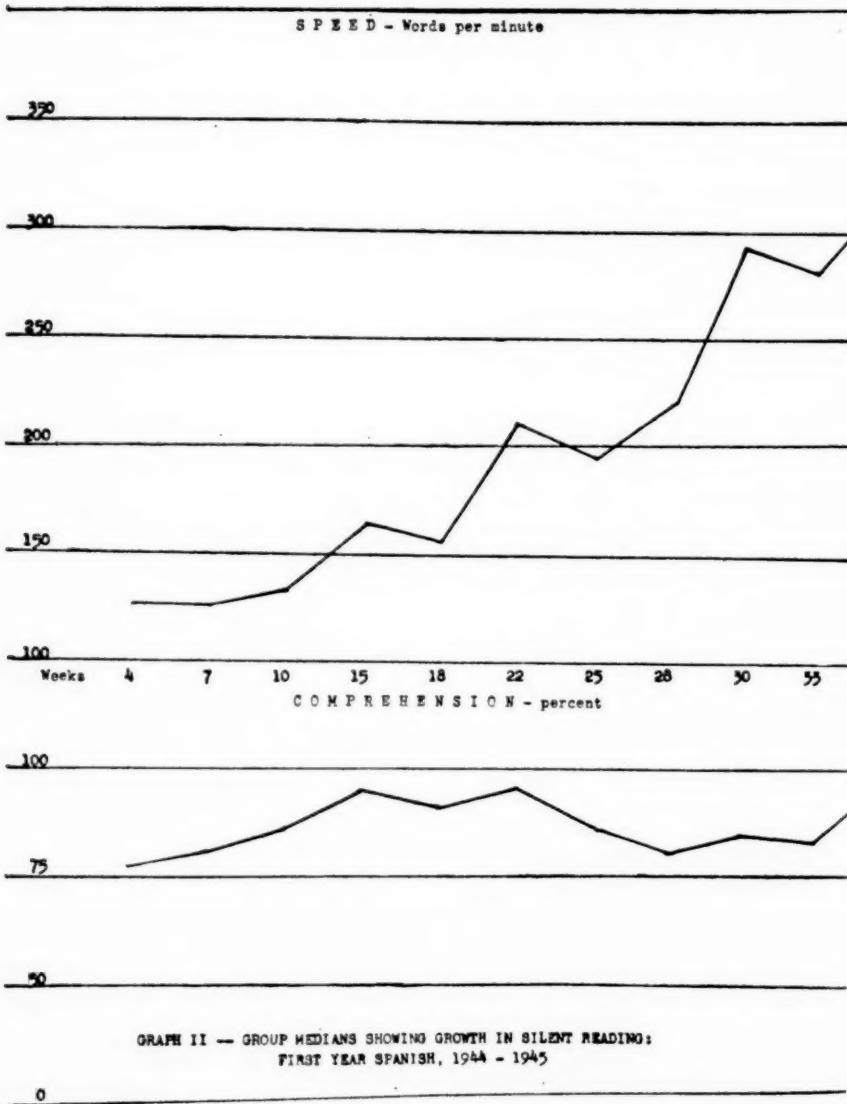
1. The introduction of special training in silent reading techniques *early* in the first semester.
2. Primary emphasis on reading for *ideas* rather than for words.

² Taylor, A. E., *Controlled Reading*. University of Chicago Press, 1937. p. 126 and *passim*.

See also *The News Letter*, Volume IX, No. 3, December, 1943, Bureau of Educational Research, Ohio State University, Columbus, Ohio. p. 4.

³ Sandford, William Phillips and Yeager, William Hayes, *Principles of Effective Speaking*. Thomas Nelson and Sons, New York, 1934. p. 271.

⁴ Developed in greater detail with practical illustrations in W. V. Kaulfers, *Modern Languages for Modern Schools*, McGraw-Hill Book Company, Inc., 1942, 525 pp., pp. 108-144.



3. Guided practice in silent-reading techniques apart from oral-reading work. This separate practice on different materials of similar linguistic and content difficulty is essential; for *if only oral reading is practiced, only a mental form of oral reading can at best result*. Habits of subvocal word-for-word reading, when once established, often require tedious remedial treat-

ment later before they can be broken.⁵ If the same material is to be used for both oral and silent reading, the *latter*, and *not oral reading*, should always come *first*.

4. Pre-guidance with regard to objectives of the program. Experience has shown that enthusiasm and interest are heightened when students are aware of underlying purposes. When silent reading procedures are introduced in the author's own classes, students are made keenly aware that reading is *not a single skill*, but a combination of as many different skills as are found in playing the piano, golf, basketball, or tennis. They are also made keenly aware of the fact that no individual can be considered a good silent reader unless he can comprehend the material from two to three times as fast as he could possibly read the same passage aloud.

5. A continuous evaluation of achievement. All students are encouraged to chart their own progress on individual graphs similar to those shown in the accompanying photostat.

6. Appealing reading materials, preferably of high current interest.

7. Gradual increase in difficulty of selections and tests, but only by such imperceptible degrees as to prevent backsliding or discouragement on the part of the student.

8. Realization by all concerned that real growth comes only with psychologically spaced practice over a period of time.

None of these principles implies that translation, or careful, detailed work need be ruled out of the language course. To the extent to which they are essential, these activities are supplied in connection with work in instrumental grammar, semi-original composition, etc. Nor does this differentiated approach to the building of speed of comprehension in silent reading imply that reading units cannot *later* be made the basis for conversational work, dramatization, or other class activities if desired. The big point is that *if practice in oral reading and translation is relied upon as the sole method of promoting growth in silent reading, only a silent form of decoding or of subvocal, oral, word-for-word reading can at best result*.

Results of programs of this type afford additional evidence that the foreign languages need not be narrow, compartmentalized units, but that they can profit significantly from the application of experimentally validated procedures and techniques from other subject-matter areas which may not show a surface relationship. Can foreign language teachers afford to neglect the vast thesaurus of experimental research in educational psychology so readily available in the literature of professional education? Do we not owe at least this much to our students?

⁵ Cole, Luella, *The Improvement of Reading*. Farrar and Rinehart, Inc., New York, 1938. 338 pp., pp. 59-63.

• Notes and News •

DELEGATION TO THE LONDON CONFERENCE

The membership of the delegation from the United States to the conference to formulate the final constitution of the Educational and Cultural Organization of the United Nations, which convened in London on November 1, 1945, is as follows: (1) Archibald MacLeish, Chairman; (2) William Benton, Assistant Secretary of State; (3) Arthur H. Compton, Chancellor, Washington University, serving until November 13; (4) Harlow Shapley, Director, Harvard College Observatory, serving commencing November 10; (5) Chester E. Merrow, Committee on Foreign Affairs, House of Representatives; (6) James E. Murray, Chairman, Committee on Education and Labor, United States Senate; (7) George Stoddard, Commissioner of Education, State of New York, and President-elect, University of Illinois; (8) C. Mildred Thompson, Dean, Vassar College.

In addition to the delegates, 9 advisers, 7 technical experts, and 7 additional persons in a secretarial capacity, have been named to the Conference. Commissioner Studebaker, who together with Mr. Benton of the Department of State, is held in Washington for the present because of duties here, hopes to join the delegation for the latter part of the Conference, as an adviser. Dr. Harold Benjamin, who has recently been appointed Director of the Division of International Educational Relations in the Office of Education, left for London on October 27 as a member of the small group of technical experts.

Information concerning the organization was published in a recent issue of *Higher Education* (November 1, 1945).

Higher Education, Nov. 15, 1945

AN HISTORIAN SPEAKS FOR LANGUAGES

Mr. Royer B. Merriman, professor of history at Harvard, was asked one day *what should be the essential features of the education which will bring our youth to a full realization of its responsibilities?*

Mr. Merriman answers the question by offering a program, with the reservation that it is only a "fraction of the sum total of the ideal education of the age that lies before us." He believes that we need to recast the entire educational scheme of our colleges and devote a much larger portion of it to history and to modern languages. "Linguistic inhibitions have been for centuries, a chief cause of Anglo-Saxon isolationism—ability to read, if not speak, one or two modern languages besides our own is a prime requisite for a man who wants to help his country shoulder her responsibilities as a world power."

Journal of Higher Education, Nov. 1945

Announcements

WORD

Welcome to a new and much needed publication, "WORD," journal of the Linguistic Circle of New York, 66 Fifth Avenue, New York 11, N. Y.

The names of the officers of this organization, Henri F. Muller, Louis H. Gray, and Roman Jakobson all of Columbia University, Wolf Leslau of the Ecole Libre des Hautes Etudes and Miss Pauline Taylor of New York University, are a sufficient guarantee of the sound scholarship and authenticity of the future contributions of this magazine. To describe its real purpose, we cannot do better than quote the words of the President, Professor Henri F. Muller: "Why WORD? Because the word, in its various aspects, is a focal point of the science of language. Linguists of diverse schools are in agreement here. As Viktor Vinogradov, the outstanding linguist of New Russia, states: 'The word, the laws of its life, its historical development, its role in the history of material culture are the basic subjects of modern linguistics.' Not only linguistics, but also sociology, anthropology, psychology, and logic deal with the word. With the title WORD we intend to emphasize the multiform natural structure of linguistic reality and the necessity for studying language in all the fulness of its various functions and relations."

SEE AND HEAR

A new magazine, SEE AND HEAR, the Journal on Audio-Visual Learning, has recently been created to keep professional educators informed of the audio-visual theories and methods in this new teaching science. It is published monthly nine times a year by E. M. Hale and Company, Eau Claire, Wisconsin, under the joint editorship of Walter A. Wittich, C. J. Anderson and John Guy Fowlkes.

UNITED STATES AND INTERNATIONAL CULTURAL RELATIONS

The American Council on Education has just published a booklet written for them by Professor I. L. Kandel of Columbia University, entitled *U. S. Activities in International Cultural Relations*. This booklet surveys both Governmental and non-Governmental activities in international educational and cultural relations and gives an inkling of what foreign observers think of American education.

THE LIBRARY OF CONGRESS
WASHINGTON 25, D. C.
Information and Publications Office

The publication by the Library of Congress of a Cuban bibliographical guide, entitled *Bibliografías Cubanas*, by Dr. Fermín Peraza y Sarausa, Director of the Municipal Library of Havana, was announced by Luther Evans, the Librarian of Congress.

This book is the first to appear as a result of the system of temporary consultantships recently established by the Library of Congress, with the cooperation of the Department of State. The purpose of the program is to provide the Library with the expert advice and assistance of distinguished scholars from Latin America in developing and improving its Hispanic services and collections, and to facilitate the conduct of their own research activity.

Dr. Peraza, who served as Consultant in Cuban Bibliography from April through July 1944, chose to continue the work by which he has already made an important place for himself in Cuban scholarship, and produced this very useful guide to bibliographies on Cuba.

The introduction of the book, which is a valuable survey of the history of Cuban bibliography, has been translated into English. The main body of the work lists 485 bibliographical items found in the Library of Congress, arranged in three parts: first, general bibliographies; second, subject bibliographies; third, personal bibliographies. The items have annotations which, because of their brevity, have not been translated from the Spanish. There is an index of names and of subjects.

Bibliografías Cubanas is number 7 in the Latin American Series of publications being issued by the Library of Congress since 1942. It may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 20 cents per copy.

THE READING CLINIC

Department of Psychology
Temple University
Philadelphia, Pennsylvania

ANNUAL SEMINAR ON READING DISABILITIES

January 28 to February 1, 1946

The Annual Seminar on Reading Disabilities was conducted in the Reading Clinic, Department of Psychology, Temple University, from January 28 to February 1, 1946. Lectures, demonstrations, and discussions were used to develop the central theme: *Differentiated Remedial and Corrective Reading*.

Topics for successive days were: Approaches to Analysis of Reading Disabilities, The Analysis Program, Case History, Social and Emotional Factors, Physical Factors, Capacity for Reading, Reading and General Language Achievement, Classification of Reading Problems, Remedial and Corrective Procedures. The activities of the Seminar were differentiated to meet the needs of classroom teachers, remedial teachers, school psychologists, supervisors, administrators, neurologists, and vision specialists.

For further information regarding this Seminar, write to Dr. E. A. Betts, Director of the Reading Clinic, Temple University, Philadelphia (22) Pennsylvania.

Reviews

MARTEL, JOSÉ and STEINER, S. J., *Functional Spanish—A Progressive Eclectic Grammar*. S. F. Vanni: New York, 1944. 316 pp., \$2.95.

This grammar, insofar as its format goes, is a war book. That is to say that the paper stock is thin and type faces are small. These material aspects are especially noticeable since the price of the book is more than that usually associated with an elementary text.

The claim of the authors is that they have found a method retaining "the best features of well known methods so that they are recognizable and can be emphasized by will by only slight changes in procedure." In other words the authors see the book as suitable for teaching by the direct method, the reading method or the grammar-translation method, although they themselves appear to favor a modified direct method.

The presentation of the grammar by example rather than precept is by far the most novel feature of the book. In each lesson the grammar point to be imparted is announced by a "headline" followed by examples. Instead of saying "Negation is generally expressed in Spanish by placing 'no' before the verb," the authors say:

"Negation
No tengo mi libro,
Carlos no tiene su libro.
Las mesas no son nuevas."

This excellent technique is used through the book, though naturally the treatment has to become slightly more involved in dealing with *ser* and *estar* and similarly idiomatic problems.

After every five lessons comes a review lesson. There are thirty five lessons in all. Each regular lesson deals with some phase of daily life, e.g. "Al comenzar el dia," "Vamos al teatro," etc. Nothing is said about a word count for the vocabulary of the book, but there is an introductory statement to the effect that the vocabulary is largely composed of high frequency words, and an examination of the vocabularies proves that such is the case. Appendices deal with verbs, special categories of words, and with historical and cultural aspects of Hispanic lands.

L. CLARK KEATING

*The George Washington University
Washington, D. C.*

MÉNDEZ PEREIRA, OCTAVIO, *Balboa*. Edited by Hesse, Everett W. New York: American Book Co., 1944. Introduction, Vocabulary and Notes.

In the present edition of *Balboa* Professor Hesse makes available for classroom use the well-known biography, which Dr. Octavio Méndez Pereira, former Secretary of Education of Panama, and the founder of the University of Panama, first published in Panama in 1934 under the title *El Tesoro del Dabaibe*. Historically accurate and interesting, this book tells the story of the cruel fate which befell the first Spaniard to stand "silent upon a peak in Darien" and view the mighty Pacific. Generous honors heaped upon Balboa when his stupendous discovery became known aroused the jealousy of his own father-in-law, Pedrarias, who brought false charges against him and caused him to be beheaded.

In general, the mechanical features of this text are good. The type is clear, the vocabulary is carefully made and quite adequate. The editor has supplied a brief introduction of almost six pages, judiciously written and enough to orient the uninformed both as to the main facts of Méndez Pereira's life and achievement and the circumstances attendant the writing of this

historical biography. We may say that this book is not "cluttered" with an abundance of so-called teaching-aids such as drills, translation exercises and the rest. A selected bibliography of works that would be very helpful to anyone desiring to make a special study of this great discoverer is given on pp. 189-190. The frontispiece consists of a line drawing of Balboa taking his sword in his right hand, holding aloft the Royal Banner, and advancing fully to meet the rushing sea of which he took formal possession for the Crown. Additional pictures or drawings of like dramatic quality might have added to the general attractiveness of the format and the practical aspects of the volume. End-maps make it easy to follow the progress of the Balboa expeditions.

There are, however, one or two questions which might be raised. There is a reasonable number of excellent, brief footnotes translating the more difficult idioms and throwing light on obscure names or references. Some instructors may ask whether the editor has done the student a real service by placing the really difficult words and expressions and their translation in the footnotes. Although Professor Hesse makes no recommendation for which class-level this book is intended, it would seem best suited for advanced classes in high school and intermediate college classes, i.e., for those who can actually do some reading in Spanish, not merely decipher it. The well-prepared student of these levels will be able to read this biography with real enjoyment, for the story's sake. After all, there is a vocabulary, there are convenient dictionaries available. This reviewer finds that one is too frequently interrupted by numbers causing the eye to glance downward. One loses interest in what he is reading.

Professor Hesse's editing is accurate and thorough. However, there is one correction to be made: on p. 96, *Te deum laudeamus* should read *Te deum laudamus*.

In conclusion, this reader will be greatly appreciated by all the Spanish instructors who are looking for a different sort of book, unlike anything the student may have read previously in Spanish. An interesting historical biography, *Balboa* is exciting enough to appeal to the student yet informative and literary enough to give its reader a knowledge of Spanish history, geography and literature.

EDNA LUE FURNESS

Adams State College
Alamosa, Colorado

FECTEAU, EDWARD, *French Contributions to America*. Methuen, Mass.: Soucy Press, 1945. Price \$2.25.

As Mr. Kaulfers remarks in "Modern Languages for Modern Schools," many foreign language classes wane into boresomeness and inanition when the texts that are being employed are too shallow and insignificant.

As a remedy it is suggested to make use of the study of certain historical or social backgrounds as a means to lead to the study of the language proper; for example, in a Spanish class, the early Spanish settlements of the United States could be studied advantageously, and in a French class, the part that France played in the birth and progress of our nation.

Such challenging subjects may some time require a considerable amount of research and organization. But, following in that line, Mr. Fecteau has just compiled a very handy compendium on French contributions to America that may well be used in French classes.

Some may challenge the organization of certain chapters of this compilation, but each chapter is so replete with facts and episodes that such a shortcoming will not impair the usefulness of this book, which narrates a most fascinating historical epic. Entire French classes can find in it enough topics for units, compositions, and class discussions for a full year, or even the inspiration for further research in American history or human geography.

Besides, French "coureurs des bois" and colonizers ventured into practically every section of this country and left traces of their labors, failures and accomplishments. Following them in their daring expeditions and studying their itineraries is also a good motivated lesson in American geography.

One will also find in this book the translation into French verse of the Star Spangled Banner.

The bibliography contains 225 items.

A. CROTEAU

*University of Connecticut
Storrs, Connecticut*

VANSITTART, LORD, *Leçons de ma Vie. Un Réquisitoire contre l'Allemagne.*
Traduit de l'anglais par Jean Escarra. New York, Brentano's, 1945.
373 pages.

Lord Vansittart's lesson is that the German nation for more than a century has been following a policy of militant expansion; that the English have naively mistaken, or stupidly ignored, this danger; and that even today the pseudo-intellectuals of the left and the selfish calculators of the right are committing the same unfortunate error. It is an eminently sane and wholesome lesson. His remedy is the unilateral disarmament (including all para-military organizations) of Germany, the abolition of her over-industrialized war-potential, the reorganization of the German administration, bureaucracy, and judiciary, and the introduction of an entirely new spirit in the German schools and churches. These reforms are to be forcefully carried out by the prolonged and effective occupation of Germany by the troops of the United Nations. Basing his contention upon a convincing array of facts and citations accumulated over a lifetime spent in the British diplomatic service, Lord Vansittart maintains that the present aggressive militarism of the Germans is not the result of a series of accidents ("Accidentalism"), but has been brought about by one hundred and fifty years of propaganda and preaching. If we deny this, we refuse to admit the possibility of their indoctrination and thereby renounce all faith in their reeducation into peaceful citizens.

I should go beyond this cleverly propounded dilemma of Lord Vansittart and call attention to the "tendres et vertueux" Germans as described by the French Romanticists from the time of Mme de Staël's *De l'Allemagne* in 1813; and to the gentle, scholarly, sentimental Germans noted by the Americans George Ticknor, Edward Everett, James Cogswell, and Henry Wadsworth Longfellow during their *Wanderjahre* in Europe. The characters of nations, like those of individuals, are subject to change; and our hope is that the Germans will again become what they were in the age of Goethe and Schiller.

Despite his claim (like Lamartine's) to be above the controversies of political parties, Lord Vansittart is obviously a staunch Tory (he even goes so far as to enjoin the English clergy to instil in their flocks love of imperialism, without which no faith is possible!); and his bludgeon strokes administered *en passant* to all those who are not in accord with his conservative beliefs detract from his main thesis. Thus his gratuitous attacks on intellectuals, modern Stoicks, literary esthetes, artistic eccentrics, Fabians, and Utopists, most of whose ideas are too general, unworldly, or innocuous to be confounded with Nazism, merely annoy and alienate large numbers of harmless people whose views about the disposition and control of Germany may not be at all incompatible with his own objectives.

In a like manner, the author weakens his case by a belittlement of German science, music and literature. The justness of his principal indictment is too great and its general acceptance too important for it to be subjected to the risk of being vitiated by the tactless introduction of side issues. Moreover, the author does harm to his case by an easy assumption of infallibility, if not omniscience, which, though supported by an extensive knowledge of political history, often disconcertingly undermines our confidence. Lord Vansittart himself admits that this inability to restrain his pen will make him more enemies (p. 264), but nevertheless he continues to air his opinions on all subjects.

It is, however, the reviewer's belief that too many people have denounced "Vansittartism" either without having actually read the noble Lord's books or with the aim of deliberately distorting his ideas. He has not proposed the extermination of the Germans, as alleged by many

of his hostile critics; and he admits the existence of "good Germans" to the proportion of twenty-five per cent (p. 65), a minority, to be sure, that he considers to have been always utterly ineffective. He denies, however, that an underground movement ever existed, despite the fact that evidences of opposition organizations and clandestine newspapers have been reported since the invasion of Germany. See, for example, *The New Republic*, vol. 112, no. 15, pp. 470-72, April 9, 1945.

The danger of indicting a nation on a linguistic basis is well illustrated by Lord Vansittart's castigation of the Germans because they have no word in their language for "gentleman." Of course, the translator, who, by the way, has done an admirable job, was unable to find a word in French for this distinctly British concept; and when the species is seen on the continent, as occasionally happens, it is merely an exotic imitation of the English variety.

These criticisms, however, do not invalidate at all Lord Vansittart's program, which in its broadest aspect aims at security from German aggression. According to Cavour, politics is the art of the possible, and the real test of "Vansittartism" must be its practicability. This we can judge with increasing assurance, for the Allied occupation daily is putting into effect most of Lord Vansittart's measures as expounded in *Lessons of My Life*.

This edition is preceded by a special introduction addressed to the French, in which the author, without wholly absolving France, blames the Americans and British principally for botching the Versailles Treaty and permitting the renaissance of German military might.

RICHARD PARKER

*New York University
New York, N. Y.*

BARNEY, W. S., *Practical French Review Grammar*. New York: Prentice-Hall, Inc., 1940.

As its title indicates, *Practical French Review Grammar* is a text intended to refresh previously-studied material. The basic rules are covered simply and concisely, but no effort is made to treat the material with the thoroughness of a reference grammar. There are twenty-one lessons followed by an appendix and a vocabulary. The typical lesson contains the discussion of a grammatical topic, two or three irregular verbs, a list of locutions, a group of exercises, and a reading selection, which is intended to stimulate the student's interest in the country and the literature of France. The exercises consist of a series of rather easy questions on the reading text, about ten short sentences to be translated from English to French, which give practice on the point of grammar and the irregular verbs of the lesson, and finally a longer English-to-French composition, which uses the reading passage as its model.

The author evidently feels that the two weakest spots in the knowledge of the student who has completed the basic grammar course are the conjugation of the irregular verb and the use of the subjunctive. To these items he gives considerable attention. The conjugation of the regular verbs is relegated to the appendix, while two irregular verbs are included in the text of each lesson. The use of the indicative tenses is compressed into a single lesson, while three lessons are devoted to the use of the subjunctive.

Among the pleasing features of the book are the clarity and the simplicity of the rules and the occasional visual device used to emphasize an important point. The reading material is interesting and suitable for use on either the secondary school or the college level. The many good photographs, which illustrate the text, do much to give it an attractive appearance.

PHYLLIS WARD

*Central High School
Detroit, Michigan*

LERMONTOV, M. I., *Taman*. Adapted and edited by F. Marshak-Sobotka. Boston: D. C. Heath and Company, 1945. v, 60 pages.

Teachers of Russian will gratefully welcome the appearance of the first graded Russian reader in the well-known Heath-Chicago series of modern-language readers. This attractively published little book is an adaptation of one of the masterpieces in Russian literature, *Taman*, a short story included in the diary of Pechorin, the chief character of *Hero of Our Time*, by M. I. Lermontov, contemporary and friend of A. S. Pushkin. It is edited and adapted by Mrs. F. Marshak-Sobotka, of the University of Chicago. The reader is based on an initial vocabulary of 115 words with which "it is assumed that the reader is acquainted." These 115 words are wisely listed separately in the appendix and the student can review them thoroughly before embarking on the reading of the text itself.

In addition to these 115 words there are "new basic" 210 words, as the editors say, 27 derivatives, 16 non-basic words and 15 cognates. There are also 23 idiomatic expressions. However, the problem of what word is basic and what is not, is rather difficult to decide since up to the present time no study of word-count has been made in Russian.

The reader is supplemented by several valuable exercises and a complete vocabulary containing all the words found in the text.

It is regrettable that the 23 idiomatic expressions are not listed separately so that the student could use them in working out his own sentences. However, exercise XI is made up of 17 sentences containing all these idiomatic expressions.

The publication of the Russian Graded Readers will be of great help to the teacher and student of Russian. The editors, Professors Otto F. Bond, George V. Bobrynskoy, and Mrs. F. Marshak-Sobotka are to be congratulated for their undertaking in simplifying masterpieces of Russian literature in the spirit of the excellent Heath-Chicago series.

JOHN M. MIRKIN

*University of Chicago College
Chicago, Illinois*

STRELSKY, NIKANDER, *Russian Reader*. New York, London, Toronto: Longmans, Green & Co. Pages x+204. \$ 2.

There is a general belief of a wide rift between the reviewer and the anthologist, dating perhaps from the early days of a Lindlay Murray, the Quaker grammarian and compiler of Readers. This is due often to the if-I-were-running-this-show attitude.

"Instinct for the second rate, pedantry in presenting the first rate" are common slurs thrown at the editors of chrestomathies. Professor Strelsky's choice deserves neither of these accusations. The material of his Reader would be especially suitable for area studies, and it is to be regretted that the volume under review was not available at the time of the defunct ASTP. Such is the wealth of material covered by the 175 pages of Russian text: history of the land, status of the Eastern Orthodox Church in its connection with the Catholicism, also the text of prayers in Church-Slavic, classic and Soviet literature, history of the language, literary criticism and folklore. A survey of all regions of the USSR closes the volume which has an end-vocabulary.

The advanced student will be compensated for his effort in absorbing this material because he will thereby become familiar with the language in its numerous uses and variations and will enrich his knowledge of the area.

MICHEL BENISOVICH

*Queens College
Flushing, New York*

WERFEL, FRANZ, *Jacobowsky und der Oberst*. Komödie einer Tragödie in drei Akten. Edited with introduction, notes, and vocabulary by Gustave O. Arlt of the University of California, Los Angeles. New York: F. S. Crofts & Co. 1945.

When Professor Arlt published his translation of *Jacobowsky* in 1944 the writer of these lines formulated his reaction about as follows: It's all so old. That's the newness of it. And it is all so obvious. That's the mystery of it. Goodness and love and faith appear once again uninhibited and unashamed. A minor episode of major significance, reminiscent of German Expressionism, symbolizes the mind and the heart as partners and recognizes the divine spark underneath the sins of men and of nations. In the hero, Jacobowsky, this spark became a flame so long ago that he takes it for granted like the air he breathes. Life is his art. He can live for a spiritualized art of life after freeing himself from material impediments and from intellectual sterility. His media are reason, wit, humor, and the relentless logic of a metaphysical mind. Under his influence the brave, irascible, stubborn and helpless Colonel is converted to a new sense of values by virtue of which he and his fiancée will aid in the salvation of France and, indirectly, of any nation which may be ready to recognize the primacy of the human person.

This reaction endures after a careful examination of the original text, which now makes its initial appearance in the form of schoolbook for English-speaking students of German. In preparing his edition Professor Arlt enjoyed the interested collaboration of the author. This has enabled him to give the notes an authoritative definiteness and to write the best biographical sketch we have of Werfel, who was notoriously disinclined to give the world anything but the most fragmentary facts about his life. Now that the time is ripe for a thorough exploratory study of Werfel as a man, the findings of Professor Arlt and his Southern California Colleague, Professor Harold von Hofe, will be of immense value. Such a study will also have to draw largely upon the notes, letters and memories of Alma Mahler Werfel, the author's talented widow.

In at least one university this book was not immediately adopted because the German characters in it are brutal and militaristic Nazis. It was felt that the "other" Germany, for which the hope of a revival is entertained, was not adequately represented. Perhaps there was also the feeling that the play deals with fallen France and her way out of chaos when in truth students of German should read material with German settings and dealing with German problems. It would be difficult to defend these objections successfully. The implications of *Jacobowsky* transcend the interests of any one nation. The play is thoroughly representative of the thought, the literary technique and the unwavering idealism of an author who fought for international brotherhood. This meant a recognition of the significant cultural contributions of every nation, including those of Germany. And German culture is specifically defended against the unthinking charges of the French "tragic gentleman" by the hero of the play. Whatever one may think of the religious-minded Werfel's analyses of the world's ill, they apply equally to France and to Germany. Pétainism, collaboration, and Nazism are satirized and it is abundantly clear that they need to be eradicated for the sake of the "other" France and the "other" Germany.

The editor's notes do well in the elucidation of German as well as French words, phrases and idioms. Only a few omissions have been noted: *das Maul halten*, p. 9; *Pâté de la maison*, p. 82. The note on *Pater*, p. 154, is inaccurate. Most Catholics *never* use the Latin word to address a priest. The question, *Was geht's uns an?*, p. 58, might have been associated with the sentence, *Hitler ist nur ein anderer Name für die Schlechtheit der Welt*, p. 57, for Werfel considered indifference—(*Trägheit des Herzens*)—a part of the world-wide badness which made Hitler and his horrors possible. On the whole the notes might have gone a little bit farther in relating the play to the thought and the dramatic technique of Franz Werfel. Many students will not recognize the spuriousness of the Colonel's Catholicism, nor will they realize that he doesn't begin to be a real Catholic until the play has almost run its course. Marianne

is not the only character in the play who grows in effectiveness and moral stature by reason of religious experience. For this reason there should have been a note on Jacobowsky's last line of Act II: *Wächst man wirklich?*

The play should be read in the light of the lectures which Werfel published under the title, *Between Heaven and Earth*. With this preparation its inner drama would become more apparent. Its hero is endowed with "the inward perception of the Divine." He follows the author's anti-bourgeois dictum of living *against* his own material interests for the sake of truth and life. He has the resourcefulness of a superior person because of his spirituality, not because his wits have been sharpened in the face of adversity. His opposite, the Colonel, is absolutely devoid of such resourcefulness—until he finally realizes that the shameless brutality inflicted upon others is also his own disgrace. The characters grow after the fashion of the Expressionistic drama, of which there are certain echoes and overtones in the last plays of Franz Werfel.

W. A. WILLIBRAND

*University of Oklahoma
Tulsa, Oklahoma*

SCHMITZ, F. J., *The Problem of Individualism and the Crises in the Lives of Lessing and Hamann*. Univ. of California Publications in Modern Philology, Vol. 27, No. 3.

Having become conscious, through a critical self-examination, of the "tremendous discrepancy between the 'man' of the philosopher and man as he really is," both Lessing and Hamann search for a path out of the labyrinth of conflicting passions, which prevail in human nature and which are the true impetus of man's actions, toward a new and more harmonious relation between the individual and the universe. For no less was to be regained than that precious state of human dignity which through the feeling of compassion ("Mitgefühl") contributes to a unified world—but which had suffered through the malicious force of egotism.

The author states that it is not his intention to treat his subject matter from the comparative point of view—"but there can be no sacrilege in drawing a parallel between them (Lessing and Hamann) in their primary and most lasting role as stimulators." He makes reference to the writers' earlier experiences that were instrumental in the formation of mind and intellect and finally led to a crisis which was brought to light in form of an open confession, a "Selbstgericht": Lessing, in the fragment *Die Religion*; and Hamann, in his *Betrachtungen über meinen Lebenslauf*.

While the first introductory chapter (two pages) of this study concerns itself with a brief analysis of the term "Individualism," its origin and nature, as well as its growth as a movement which was to face complications due to an ever-increasing complexity of our social structure, the second chapter (thirteen pages) makes the afore-mentioned two personal confessions the basis of a concentrated discussion. This is all the more important as both works not only reveal the writers' "irreparable break with the philosophy of the Enlightenment" which failed to "help man to know himself," but also mark a turning point in the life of the two men and must thus be considered a milestone in both their careers. To be sure, "family background" and "difference in temperaments" are to no small degree responsible for the nature of the struggle through which Lessing and Hamann were forced to go by "inner necessity." Both tear themselves away from tradition, the "Überkommenen," from the then existing form of life. In his capacity as a young critic, philologist, and philosopher, each makes himself the object of a close scrutiny, records his personal conflicts, and searches for an answer of how to interpret the position of his own individuality in relation to the world about him. The "search for God," as expressed in their confessions, is "really a search for the key to the riddle of their very existence." The "verdammte Schulweisheit" was of little consequence—indeed, it was practically worthless when confronted by reality. For reality permits no speculation, no compromise. It must be faced by each who wants to find an acceptable answer to the problem

of what man's place in the world OUGHT to be—man, whose nature is guided so predominantly by irrational forces. Reason alone could not decide on the solution of this most vital question, nor was it in the interest of the church or the state at the time to try to solve the issue.

Through his preëminently "rational approach," his "self-reliance and an independent outlook," his "urge for wrestling with the problem," and his belief in the "autonomy and sovereignty of the human individual," the thinker Lessing gains his intellectual freedom; Hamann, a "victim of a multitude of conflicting urges" and lacking determination, admits defeat and, in confusion, despair, and finally "resignation," seeks in "complete abandonment to his own irrational nature" refuge in the Christian faith and "security in communion with God." Thus, Lessing's faith in himself and his unwillingness to surrender his individual independence lead him safely through this inner crisis and assure him, in later years, the leading position where he has established his reputation as a creative writer. Hamann's "emotional instability" and his failure to conquer his weakness and scepticism that had befallen him, offer no other course but the escape to the "realm of religion" where God acts as the supreme authority.

In the concluding third and fourth chapters (four pages each), we find the results of the inner struggle as they manifest themselves in the years after the confession, and later. Both Lessing and Hamann maintain their independent individual character throughout their careers, in life as well as in their literary productions. Lessing's discipline in life, thought, and literary style finds its counterseal in Hamann's untamable soaring of the mind with all its implications. In the face of a changing conception of the world they remain commanding figures unfolding themselves in their respective spheres: Lessing, with the aid of ethical laws and norms, always in "quest for a synthesis of individuality and totality," always trying to reconcile any individual's existence—even that of the "Genie"—with the higher order of things; Hamann, having discovered already in his *Lebenslauf* that "our religion is so well adapted to our needs, weaknesses, and deficiencies that it changes all these into benefits and things of beauty," and, not sharing Lessing's belief in the individual's autonomy, now proclaiming, "Zittert, betogene Sterbliche, die ihr den Adel eurer Absichten zu eurer Gerechtigkeit macht!" (*Die Magi aus dem Morgenlande zu Bethlehem*, 1760). The author in particular sheds new light on TRUTH, for which Lessing searches so endlessly and untiringly, and interprets it as Lessing's endeavor "to find the principle that might bind him and any individual to the whole"—that lasting bond of satisfactory relationship which may be regarded as possessing universal, and thus eternal, values. For only when this is accomplished, when the individual has regained his soul, his perception of spiritual values, and a sense of responsibility, may sincere fellowship among mankind be created. Closely interwoven with their conception of the universe, the religious conviction as the essence of life, is Hamann's belief in the "sanctity" of the irrational forces within him—and thus within man per se—which are "God-given and thus ennobled," and Lessing's belief in the justification of their existence and in their mission of forming the "organic bond among all mortals."—One may question that Hamann "lacked all understanding" for the ideal of *Humanität* such as Herder embraced. In the last analysis, Hamann was also concerned with *Humanität*; only he conceived it as a result, or accompaniment, of religious attitude, while Herder understood it as the goal of human striving which could also be attained through mere efforts of reasoning, in accord with Kant's interpretation.

The somewhat brief reference to the later careers of Lessing and Hamann does, although unfortunate, not detract from the value of the discussion. The study is well documented by numerous references to major critical works. In its attempt to consider both writers "as one phenomenon," it is a stimulating scholarly research contribution to the literature existing on the subject matter.

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FRIES, CHARLES C., *Teaching and Learning English as a Foreign Language*. Ann Arbor: University of Michigan Press, 1945. Pp. viii, 153. Litho-printed. \$1.75.

Since 1941, Professor Fries has been director of the University of Michigan's English Language Institute, engaged in teaching English to adult foreigners (chiefly Latin Americans) by the "oral approach." In this book, he states the conclusions concerning the teaching and learning of English as a foreign language which have grown out of his work. The book's subject-matter and interest are not confined, however, to the teaching of English; as Fries states (p. vi), "Although this book is devoted to the specific problems of dealing with English as a foreign language, it is my hope that the discussion of these problems will also contribute to a general consideration of the teaching and learning of other languages." As a matter of fact, Fries's book is one of the most important contributions of recent years to the theory of foreign language teaching, and as such should be called to the attention of every teacher in this field.

The most important aspect of Fries's book for general theory is its thorough, complete, and sane discussion of the application of linguistic science to the teaching of languages. This science, although over a hundred and fifty years old, has only recently become known to more than a handful of language teachers, and its application to practical problems is still a matter of considerable misunderstanding and consequent dispute. Fries expounds the theoretical bases of the "oral approach"—the term he uses for what I have elsewhere termed the "oral-intensive-scientific" approach¹—in Chapter I, "On Learning a Foreign Language as an Adult" (pp. 1-9), and explains fully the reasons for learning a language primarily as speech, mastering it with accuracy and as a set of automatic habits within a limited vocabulary, and understanding its structure as analyzed descriptively and scientifically. The later chapters set forth the application of this technique to pronunciation (II, "The Sounds: Understanding and Producing the 'Stream of Speech,'" pp. 10-26), grammatical structure (III, "The Structure: Making Automatic the Use of the Devices of Arrangement and Form," pp. 27-37), and vocabulary (IV, "The Words: Mastering Vocabulary Content," pp. 38-56, and V, "Contextual Orientation," pp. 57-61). The *Appendix* (pp. 62-153) contains three sections exemplifying the technique and materials developed by the English Language Institute; of especial importance is the section "Step-by-Step Procedure in Marking Limited Intonation" (pp. 62-74), setting forth a technique for dealing with what is at the same time one of the most important and one of the most neglected features of all language study, and one which will henceforth have to be a major point of attention.

The temptation to quote extensively is great, but must be resisted. Yet we cannot omit these two very significant passages from Chapter I:

No matter if the final result desired is only to *read* the foreign language, the mastery of the fundamentals of the language—the structure and the sound system with a limited vocabulary—must be through speech. The speech *is* the language. The written record is but a secondary representation of the language. To "master" a language it is not necessary to read it, but it is extremely doubtful whether one can really *read* the language without first mastering it orally. Unless one has mastered the fundamentals of the new language *as a language*—that is, as a set of habits for oral production and reception—the process of reading is a process of seeking word equivalents in his own native language. "Translation" on an exceedingly low level is all that such "reading" really amounts to (p. 6).

Generalizations concerning structure, or grammar, are a regular feature of the "oral approach," although they are always intimately related to the oral practice of the language . . . the statements that are given concerning structure or use are always summaries or generalizations drawn from the actual sentences the students have already practiced and understood thoroughly. The lesson materials in the book become for the students the notes they might have taken of the exercises they have just been led through. Never are the students assigned a lesson in advance for silent study before coming to class . . . Then too, as has been insisted upon before, the "oral approach" as here advocated depends for its effectiveness not solely upon the fact that there is much oral practice in hearing and in speaking the foreign

¹ AAUP *Bulletin*, XXXI (1945), pp. 223 ff.

language, but also and fundamentally upon having satisfactory materials selected and arranged in accord with sound linguistic principles. It is the practical use of the linguistic scientist's technique of language description in the choice and sequence of materials and the principles of method that grow out of these materials that is at the heart of the so-called "new approach to language learning" (p. 7).

These and many other similar passages, in fact the entire discussion, make Fries's book extremely valuable, both as an exposition of the "new" approach and as a corrective for current misconceptions concerning it. For those who already know the "oral-intensive-scientific" approach and its value, it will provide a solid base of theoretical understanding. For those who are ignorant of the facts or who are still hostile, it should be required reading, to clear their minds of misunderstanding and erroneous beliefs. In short, Fries' *Teaching and Learning English as a Foreign Language* is an absolute "must" for all who are engaged in foreign language teaching.

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• Books Received •

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